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ABSTRACT

To facilitate awareness in Indian child services by identifying perennial needs and pointing out developing responses at as many levels as possible the conference was divided into five major sections. Each workshop summary includes names of presenters, purpose of workshop, major points made during workshop, and available materials and human resources. Workshops on Mental Health include: "Cultural Conflict and American Indians in the Delivery of Mental Health Services," "Traditional Healing Ceremonies as Family Therapy Among the Navajo," and "Issues Around Suicide and Other Self-Destructive Behavior." Examples of Education workshops are "Funding Procedures in Public Law 81-872," "Federal Impact Aid and Johnson O'Malley Program," "Role of Indian Community Colleges as Opposed to Regular Four-Year Institutions," and "Using Child's Environment, Language and Culture in an Elementary School Curriculum." Noted workshops on Health and the Handicapped are entitled, "Meeting the Needs of Abused and Neglected Indian Children," "Assessing Speech-Language Problems in Young Indian Children," and "Intercultural Comparison of Memory Processes and Strategy Between Navajo, Caucasian, and Learning Disabled Children." Youth workshops address topics on tribal awareness, family communications, apathy in schools, impact of natural resource development, and teenage sexuality. An evaluation overview and results, nine resolutions, and a list of conference attendees by tribal affiliation concludes the report. (ERB)

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REPORT OF THE THIRD

NATIONAL INDIAN CHILD CONFERENCE

"THE INDIAN FAMILY — FOUNDATION FOR THE FUTURE"

May 17-21, 1981
Albuquerque, New Mexico

RC 013278

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My brother the star,
My mother the earth,
My father the sun,
My sister the moon,
To my life give beauty,
To my body give strength,
To my corn give goodness,
To my house give peace,
To my spirit give truth,
To my elders give wisdom.

THE THIRD ANNUAL NATIONAL INDIAN CHILD CONFERENCE

Save the Children.

The Third NICC Conference was sponsored by Save The Children. Save The Children is a non-profit, tax-exempt charitable agency dedicated to improving the lives of needy children wherever they may be.

Save The Children believes that the needs of children are best met when the needs of their family and community are taken into consideration. The agency's programs, therefore, stress community projects which build self-help skills and group cohesion. Our one aim is to help people build a better life for themselves and their children.

Save The Children is a member of the Save The Children Alliance, the American Council of Voluntary Agencies for Foreign Service, and the International Council of Voluntary Agencies. The Agency holds consultative status with UNICEF and the United Nations Economic and Social Council.

Save The Children has been helping since 1932.

The conference evaluation and the preparation and distribution of this report was made possible by supportive contributions from individuals and the Department of Health and Human Services, Indian Health Service, Office of Mental Health Programs, Albuquerque, New Mexico.

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A UTE PRAYER FOR FRIENDSHIP

I greet the highest in you.
Your goodness walks in front of me.
Your gentleness bids me good day.
Your laughter raises me to joyfulness.
Your quietness leads me away.

BEST COPY AVAILABLE

INTRODUCTION

HISTORY OF NICC

The idea for an annual conference to address the special needs of Indian children took root in 1977. As a result of a number of meetings sponsored by the American Indian Program of the Save The Children Federation, a conference committee structure was formed to plan and administer the first conference which took place in Phoenix in November of 1978.

From the outset, the project originators operated on the basis of the importance of wide representation in planning as well as the highest professional standards for presentation. The first conference exceeded expectations tremendously. A few hundred delegates were expected, and over sixteen hundred registered. More importantly, the vast majority were Indian persons. Response to the sessions was uniformly positive, and enthusiasm for a second conference made the decision to plan it inevitable. At the same time, since the conference design and structure were so well set, the prospect of a series of conferences became obviously desirable.

The first conference met around the theme, A Better Tomorrow for Indian Children. The second conference met in Phoenix the following November focusing on The World of the Indian Child. Its sessions were as well attended and received as those of the first. The published proceedings of both contain records of excellent, contemporary approaches to Indian child and family needs.

The current conference, with its theme, The Indian Family--Foundation for the Future, progresses naturally from the first two. On the basis of experience to date, it will also continue to facilitate awareness in Indian child services by identifying perennial needs and pointing out developing responses at as many levels as possible. Furthermore, as these conferences continue to develop a body of knowledge of Indian child needs, it is intended that the conference resolutions will form a special address to individuals and agencies, Indian and other, whose responsibility is the care of Indian children. The level of the success of the conference will be seen in the regularly increased response from federal and state agencies as well as from tribal and private sources.

THE CONFERENCE REPORT

The National Indian Child Conference through the Save The Children contracted with the Center for Informative Evaluation (CIE) to design an evaluation of the workshops and the overall conference and to write and produce the conference report. Through a close working relationship between CIE the Save The Children and National Indian Child Conference Steering Committee, the following report was produced. It is our hope that this report will provide you with an appreciation of the scope and depth of the Third National Indian Child Conference. We also hope that you will write for and use the materials and resources available from the various sources which have been cited. The report is dedicated to providing information to you so that educational, mental health, youth, and health programs can be refined or expanded to meet the tremendous needs of Native Americans.

I would personally like to thank the many individuals who have helped in the production of this report. First and foremost I would like to thank Dallas Johnson, the entire Steering Committee, and Barbara Schnier. I would also like to thank the many volunteers who assisted in the summarization of the workshop sessions. They are Ronnie Blevins, Marta Field, Laura Plotke, Erma Lopez, Karen Baker, Joyce Knows His Gun, Virginia Zuniga Gover, Beverly Matthews, Barbara Gossett, and Alice Kisch.

Finally, thanks to the conferees who made the Conference a success by their presence, involvement, and enthusiasm.

James C. Petersen, Ph.D.
President
Center for Informative Evaluation
Tucson, Arizona

OPENING REMARKS

It gives me great pleasure, as Chairperson for the Third National Indian Child Conference, to welcome all of you to Albuquerque and to the Conference.

The theme for this conference is THE INDIAN FAMILY--FOUNDATION FOR THE FUTURE and it gives me great joy to see that so many of you from all parts of the country and from Canada and countries overseas care enough about the Indian child and the family to give of your valuable time, energies, and funds to participate in a conference which we hope will be significant and will add to the knowledge of all of us who are involved in delivering services to Indian children. Again, as I said at the last conference, I am encouraged by the spirit of those of you who are here and I hope that you will all put forth as much effort as possible to get as much from your days here as you possibly can. The committee and the staff have worked hard to make this a successful conference, but whether or not it is valuable to you depends upon you. You will note that we have divided the conference into four major sections: Health and the Handicapped; Mental Health; Education; and Youth Issues. You will also note that we will be repeating each workshop. This will enable all participants to have a greater choice and to be able to attend more of the workshops.

I would also like to take this opportunity to express my appreciation to the staff and to the Indian organizations in New Mexico. It has been a great pleasure to work with them and I wish all of you to know that they could not have been more cooperative and more giving unselfishly of their time, energies, and resources.

Thank you again for coming and I am sure that you will find the week a stimulating and worthwhile one.

Effie Dressler

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In Appreciation . . . .

The Third National Indian Child Conference which focused on THE INDIAN FAMILY--FOUNDATION FOR THE FUTURE was tremendously successful and many of the participants said it was the best of the National Indian Child Conferences to be held.

As Conference Director I would like to express my very deep appreciation to a number of people and organizations who helped make the Conference significant. First, I would like to recognize those who served on the Steering Committee and to salute them for giving so unselfishly of their time, energies, and support of the Conference. It meant many sacrifices by Committee members in order to plan the best possible agenda so that those who came to the Conference would find it meaningful. I would like to thank, specifically, the following: The All Indian Pueblo Council, headed by Delfin Lovato, for his staff's assistance in Registration and for supporting the Conference in general; the American Indian Law Center, Inc., at the University of New Mexico under Nancy Tuthill, who took complete charge of the Resolutions Committee and the re-writing of the Resolutions submitted for inclusion in the Report; the New Mexico Chapter of Native American Indian Women under Agnes Dill who worked tirelessly and for long hours and took complete charge of the hospitality, entertainment, and message center for Conference participants; the New Mexico Council on American Indians, Ed Sanchez, Chairperson, who organized the Indian arts and crafts sales and exhibits, Indian foods, and the Pow Wow at the Indian Village at the New Mexico State Fair Grounds; Dolly Lujan and Ivan Armijo, who shared the responsibility of organizing the Youth Committee participation of the Native American Youth Organization members from all parts of the country. All worked long and hard and did a tremendous job. My deep appreciation to all.

My special thanks also to members of the Advisory Committee who graciously served and added prestige and status to the Conference; to those individuals and organizations who made the Conference tremendously successful and to all of those who gave of their time and energies to make significant presentations to conduct the various workshops during the Conference.

Again, thanks to all of you who participated in one way or another, and I hope that you will find the Conference Report to be informative and helpful. We look forward to seeing many of you again at the 1982 Conference.

DALLAS JOHNSON

WORKSHOPS

MENTAL HEALTH

Prevention: A Community Mental Health Approach

Presenters Michael Biernoff Charles Archibald Joseph Rael

Purpose The major purpose of the workshop was to give the conferees an understanding of primary prevention in mental health and its application to the problems of alcohol abuse among Native American youth. Two examples of primary prevention programs were presented.

Major Points Dr. Biernoff discussed the concept of community mental health as perceived by his office (IHS-Mental Health Area Office, Albuquerque). The Community Mental Health approach was developed in the 1960's and the Public Health Service/Mental Health branch has recently modeled itself after the concept. Dr. Biernoff pointed out that previous models in mental health emphasized the individual, education, and coping methodologies.

Dr. Biernoff emphasized the need for a clear and simple model such as the systems approach to community mental health. Because of the complexities of communities, one must be aware of all the forces affecting the community, inclusive of social, economic, and political forces, and the systems approach enables the identification of these forces. The systems approach is as follows:

- Know the community that's under discussion.
- Take a needs assessment of the community to identify high risk groups.
- Set goals--ask: What are we trying to achieve?
- Organize resources, identify what are the resource needs.
- Act upon a proposal: What is the community proposing to do?
- Review: the program design would include an assessment component--related to the goal statements.
- Outcome statements are the final consideration and should relate back to earlier components.

In planning prevention programs, the attitude of the community must reflect interest and concern for high risk populations. The concept of prevention is less than tangible because the results are felt much later in time; whereas, individual treatment with respect to physical and emotional health are more visible with results. Thus, historically, priority is given to treatment as opposed to prevention.

The outcome of prevention is long range. The Albuquerque area IHS services in mental health have been traditionally "treatment oriented." However, the IHS area director proposed that a primary prevention approach be initiated and a program be developed. The cost and other factors are still being considered. Two specific recommendations included the hiring of a Project Director to organize the components and, secondly, the development of a mechanism to provide technical assistance within the Indian communities.

Mr. Archibald began his presentation by writing the words Project Charlie on the chalk board and stating that in his classroom he had certain rules of the project which were outlined for the children in his class. These rules included the following:

- Listen and raise your hand.
- No put-downs.
- Stay in your place.
- Right to pass the class.

Mr. Archibald works with Indian students at the grade school level and attempts to foster a sense of self-awareness, effective relationships with others, good decision-making, and an awareness of how chemical use and abuse can be handled before it becomes a problem.

Mr. Rael, in his presentation, stated he was concerned with looking at the traditional human perspectives, especially in the area of mental health and health. Mr. Rael discussed the relevance of training young children within a context that reinforced who they are and integrating the child with his family and elders. With regard to healing, the process is life-long. Healing is before birth and until death, and is a continual process. Alcoholism can be attributed to the put down of Indian cultures. As a people, the American Indian is losing its traditions and, for some, language.

A Center which he is planning at the Picuris Pueblo is going to be recreating the traditional model of health. Pueblo societies have traditionally practiced prevention and healing as evidenced in the ceremonial kivas geared toward good health and prevention of illness.

Mr. Rael discussed the responsibility that people (Indian and non-Indian) had to each other. Indian values emphasize sharing within the tribe and with other tribes. Also, the emphasis on spirit as a value is intertwined with real economic development for Indian communities.

Mr. Rael hopes to use Picuris as a model community and he is looking to develop these concepts of traditional healing among the young, particularly. In following a paradigm, he said, a program such as the one he is working on will help the next generations to "think for themselves." He feels that all the knowledge and philosophy of people can be found in the old Indian stories and myths and children can learn from them.

Materials Available

The following material is available at no cost:

Primary Prevention: An Idea Whose Time Has Come
Proceedings of the Pilot Conference on Primary Prevention
U.S. Dept. of Health and Human Services
NIMH
5600 Fishers Lane
Rockville, MD 20857

Resources

Michael Biernoff, M.D.
Albuquerque Area IHS
Mental Health Branch
Federal Building
500 Gold Avenue, S.W.
Albuquerque, NM 87101
(505) 766-2373

Charles Archibald
Mental Health Consultant
U.S. Public Health Service
1920 East Laen Avenue
Durango, CO 85301
(303) 563-4581

Joseph Rael
Picuris Holistic Health Center
Albuquerque, NM
(505) 988-9821 (Ext. 246)

Cultural Conflict and American Indians in the Delivery of Mental Health Services to American Indian Children and Families

Presenters Winona Hanson Margaret Eisenbise

Purpose To outline the value conflicts between American Indians and the dominant Anglo society within the context of mental health care delivery and to outline the results of a survey which was used to define value differences.

Major Points The two presenters focused on their survey of value differences of urban Indians (mental health care workers) in the San Francisco area. The survey indicated that:

- Urban Indians have retained a basic value system despite their "integration" with Anglos in the urban setting.
- Indians have certain commonly held values despite tribal differences, i.e., time orientation, group orientation, close relationship to nature, being vs. doing.
- There is low self-esteem among Indians which determines their behavior patterns.

The survey results were used to develop a mental health care program for the Inter-Tribal Friendship House which serves urban Indians in the Bay area. Because this mental health care program attempts to reach those Indians who are considered "traditional" or "bi-cultural," a delivery system of outreach workers was developed. Both these groups will not usually seek out mental health care, therefore, outreach workers are particularly effective. Both presenters stressed that it is extremely important to include the client in the design and execution of a mental health care program. When clients are involved, the program is more likely to be successful. Clients design programs incorporating the basic American Indian value structure and focus on building a positive self-image. They also found Indians more receptive to mental health care programs which were staffed by Indians and will accept non-Indians only when they (non-Indians) are culturally sensitive.

Traditional Healing Ceremonies as Family Therapy Among the Navajo

Presenters Martin Topper

Purpose To present and discuss traditional healing ceremonies among the Navajo; to illustrate how, within the traditional healing ceremonies, the patient and the patient's family are reunited; and to discuss recent developments within Western psychiatry.

Major Points Within the structure of community in native American groups, growth and development has always been recognized as a life-long process. It is only recently that Western psychiatry has looked at human development in this way. Much insight can be gained from looking at the Indian way of life.

The medicine man in the community is a symbol of the "good way of life," and "the good parent." He is a "mystical hero" who can cure and influence others and who has the powerful position of "role model" for the community. The medicine man trains for many years to accomplish his tasks and, in this way, is similar to the psychotherapist. He has become an authority and has gained respect because of the way he lives. He is often more influential and has more respect than the Western psychiatrist and is successful financially as far as traditional wealth is concerned. He shares his wealth by giving other Navajos access to hard-to-get land and sheep permits. So, he is a model of success but also of generosity. He does not compete economically.

The presence of the medicine man is therapeutic and creates well being in others. He attempts to restore harmony where problems have created spiritual imbalance. Blame is not used. The whole family participates in ceremonies because the whole family is seen to be at risk and must assume responsibility--not just the troubled person. The medicine man, through his healing ceremonies and his presence, can restore strength and stability in a world of instability, change, illness, and hardship.

Materials Available Free materials are available from the presenter.

Film IV: The Family Life of Navajo Indians: Integrated development studies of the interaction between child and environment.

Resources

Office of Mental Health Programs, I.H.S.
Quality Assurance and Training
2401 12th Street, N.W.
Albuquerque, NM 87102
(505) 766-2873

Mental Health, The Social Worker and Social Services

Presenters Elaine Walbroek, Ken Foster, Dorothy Miller, Al Cross

Purpose To provide an understanding of Indian youth's increasing and changing behavioral problems; to discuss what is needed in a social worker, in social service resources and in Indian professional development in order to work in this area; and to consider how Indian communities can obtain their fair share of service resources in order to deal with the behavioral problems of youth.

Major Points The presenters sought to provide an understanding of Indian youth's behavioral problems and to provide the conferees with information on what is needed in terms of developing and sensitizing social workers and social service personnel so that they can deal with the mental health problems of youth.

Dr. Kenneth Foster, a Seminole, and Dorothy Miller, a Blackfeet, began the presentation by discussing Patterns of Behavior: How Indian Children Are Changing and the Increase in Behavioral Problems. Dr. Foster, a physician, and Ms. Miller, a social worker, gave clinical, social, and cultural perspectives of this issue and discussed the impact of behavioral problems upon Indian families and communities.

The third presenter, Al Cross, a social worker and a Mandan Indian, discussed the role of the Indian social worker with regard to the mental health problems of youth. He dealt with such topics as mental health and behavioral problems on the reservation and how the social worker can and should be used as an important community resource.

Finally, Elaine Walbroek discussed Indian recruitment to professional training programs, the training process itself at the University of California, and the utilization of Indian professionals in meeting the needs of Indian communities.

Resources

Elaine Walbroek, M.P.H.
School of Public Health
University of California
Berkeley, CA 94720
(415) 642-3223

Strengthening Native American People Project for Youth

Presenters Jeanette Steinke, Steve Nichols

Purpose To discuss the completion of a comprehensive assessment of the mental health needs of 6 to 18 year old Winnebago youth in a fifteen county service area and to present a profile of the basic self-image of Winnebago youth. In addition, to discuss a procedure of identifying the drop-out tendencies among Winnebago through the examination of school related attitudes and intervention approaches which have been developed for coping with the mental health problems in this area.

Major Points In July of 1978, through a cost-reimbursement contract with Indian Health Services, the

Winnebago tribe employed a master's degree social worker to plan and develop a mental health program for tribal members in a fifteen county service area. Due to the nature of the contract, additional staff cannot be acquired at this time to carry out the objectives of the operational plan which has been formulated. If their goals are to be achieved, multi-source funding must be obtained.

A major area of concern of the project is prevention. The presenters are interested in identifying the mental health problems which exist among the Winnebago youth and in designing methods of intervention which, in years to come, will reduce the prevalence of such problems as alcoholism (the number one disease of the Indian people), depression, and family breakdown. There is a strong need for young people to develop new and better coping skills to enable them to deal more effectively with the frustrations of daily living and, by developing this ability, to be less prone to use alcohol and drugs as solutions to their probelms.

The presenters also are concerned about the large number of Winnebago children who are unable to maintain an interest in education long enough to gain the skills necessary to utilize their innate talents to the fullest degree. Intervention is necessary to enable the youth to function at the high level of productivity essential to the maintenance of their culture. Only as emotionally healthy adults can they succeed in surviving in the white man's world and still maintain a strong identity as an Indian.

To carry out the objectives of this project, the presenters plan to hire two additional staff members. Native Americans will be recruited and preference given to individuals possessing a bachelor's degree. Each worker would work three days per week, covering a portion of the service area. Preference will be given to employing two part-time versus one full-time worker because of the vast geographical area to be covered. Two part-time workers would mean less travel time and more actual working hours devoted to the completion of the project.

The individuals employed would work under the supervision of the mental health social worker and be considered as employees of the Wisconsin Winnebago Business Committee Health Department. The workers would be working directly with other tribal staff in each of five major communities of Black River Falls, La Crosse, Wisconsin Dells, Wisconsin Rapids, and Wittenberg and would be in contact with the school systems in each of the counties.

The first task assigned would be the completion of a comprehensive assessment of the mental health needs and status of the target group. When this is completed, they will begin to focus on designing methods of intervention and also on the provision of such services as the research indicates.

Resources

Jeanette Steinke and Steve Nichols
Mental Health Department
150 Market Street
Port Edwards, WI 54469
(715) 887-4170

Practical Applications for Modern Health Care Workers

Presenters Frank W. Clark V. Edward Bates

Purpose To identify the strengths of informal resources in community mental health care and to present a model program for utilizing these resources.

Major Points The presenters discussed and operationalized the following points:

- There are many "natural helpers" or informal resources in Indian communities which are not being tapped; often trained, professional mental health workers are not aware these resources exist. Informal resources are "any material, social, emotional help from any individual, family or organization which can be used in helping people reach their goals."

. There exists a model used in a Wisconsin community mental health program for development of informal resources and linking them with the available formal (professional) resources.

Resources

Frank Clark, Ph.D.
School of Social Work
University of Montana
Missoula, MT 59807
(406) 243-5792

Ms. Alice Collins
Regional Resource Institute
Portland, OR

V. Edward Bates
Office of Mental Health Programs
Indian Health Programs
2401 12th Street, N.W.
Albuquerque, NM 87102
(505) 766-2873

Issues Around Suicide and Other Self-Destructive Behavior of Indian Children and Adults

Presenters Irving N. Berlin

Purpose To acquaint the conferees with the size of the problem of adolescent suicide; to present a view of child and adolescent developmental tasks; to present the problems in development and environmental factors in the family which produce depression, alcohol and drug abuse, and suicide attempts; and to discuss early recognition of childhood depression.

Major Points Children, ideally, need a supportive environment from infancy on through early adulthood to instill in them their own sense of worth and hope for their future. Parents who are depressed and having difficulties in their own relationships cannot nurture children effectively. Both parents and children are victims of an uncaring system because no one has learned through successfully intimate and close relationships how to care for others. Dr. Berlin quoted from a project with a northwestern Indian tribe where tribal elders developed an Elder Rescue Squad to intervene with a young person in crisis. These adults would be assigned to the troubled youth to form a therapeutic relationship and to help the young person explore how he or she may be of use to the community.

Parents who are having conflicts with their own values and the values of the dominant culture may be depressed or stressed to the point where they cannot act as role models for their children. Children need to feel some hope for the future. Dr. Berlin referred to an Alaskan head start project where parenting classes were established to encourage parental involvement and responsibility and better communication. This head start project also trained Alaskan native aides to work with the young children. He also referred to another project where the work role was looked at in relation to suicide and alcohol abuse. Light industry within the community was used to create jobs, hope, and direction. Suicide and alcoholism were reduced.

Children need personalized concern and interest in their education and learning. They need to know that parents and teachers are concerned and value their learning. Within the boarding school system, few young people get the care or concern regarding their development. High suicide rates exist in these settings. Dr. Berlin talked about a Native American experimental school where the natural language was used, teachers became substitute parents, and depression diagnosed early. Within this more personalized concerned setting, suicide and suicide attempts were completely eliminated.

In general, Dr. Berlin emphasized the following:

. Suicide attempts increased 200-600% in Native American population in the last decade.

. Depression, alcoholism, drug/inhalent abuse, and school failure result from a sense of helplessness due to neglect and early child abuse, in many cases. Depression is a basic cause for suicide.

- In infancy, trust must be developed by adults who care and respond promptly to infants' needs. In toddlerhood, independence in walking, talking, good hand coordination, toilet training, exploration of the world should be encouraged, and in the school-age child, learning about the world should be emphasized.

- Learning and academic achievement depend on parents' concern and interest in education.

- The adolescent's task is to establish an independent role, sexual role, and peer relationships which help to develop close, warm relationships essential to marriage and parenthood. Employment is critical to an adolescent's sense of adequacy.

- Early identification of depression (sadness, isolation from peers, and school failure) may be noted as early as the third grade.

- Use elders and the family to help adolescents learn to talk with parents. The First Offender Program, under the direction of Ross Snyder, M.D., at the University of New Mexico Department of Psychiatry, has been effective with Northwest Indian tribes and pueblos. Also, Shore and Kinzie demonstrate the use of elders to work out problems and to stay with adolescents in jail.

- Role modeling of young adults can help adolescents know how to become an adult in one's own community.

Materials Available

The following materials are available at no cost:

Welcome Address: The Bottle Hollow Conference Proceedings

A Developmental Approach to Prevention of Emotional Problems of Native-American Children

By: Irving Berlin, M.D.
University of New Mexico
Department of Psychiatry
620 Camino do Salud, N.E.
Albuquerque, NM 87131

The following materials are available; however, there may be a charge:

Indian Suicide and Indian Mental Health

Use of Elders with Adolescents

By: James H. Shore, M.D.
Department of Psychiatry
University of Oregon
Eugene, OR 97403

Warm Springs: A Case Study Approach to Recognizing the Strengths of the American Indian and Alaskan Native Family

By: American Academy of Child Psychiatry
1424 16th Street, N.W.
Suite 201-A
Washington, DC 20036

The American Indian Family: Strengths and Stresses

By: Fred Hoffman, Ph.D.
American Indian Social Research and
Development Associates, Inc.
Post Office Box 381
Isileta, NM 87922

Substance Abuse Treatment and Prevention in Six Sandoval Indian Pueblos

Presenters

Kenneth Valencia
Evelyn Sandoval
Linda Anderson
Edna Navanjo
Geral Pino
Lupe Chinana
Joe Quintana
Thelma Yapa
Jay Garcia
Jimmy Shendo
Calvin Garcia
Valerie Candelaria
Sharon Torizo

Purpose

To familiarize the conferees with the Six Sandoval Substance Abuse Program, the techniques it employs, and the activities it sponsors in order to decrease present alcohol and drug abuse and to prevent future abuse.

Major Points

The Six Sandoval Program has been in existence for 16 years and serves a population of 7,000. Its administrative structure is highly articulated throughout the six Pueblos it serves. The main task of the program is to decrease the high incidence of alcohol and drug use by providing therapy that draws from both modern western and traditional Pueblo healing practices. Complementing the treatment programs are the activities it sponsors to provide Pueblo youth with more positive substitutes for alcohol and drugs. These substitutes are the development of individual self-esteem and community revitalization; two basically indivisible concepts.

One example of the revitalization effort is Project New Wave which has been in existence for seven months. Here Pueblo youth are taught arts and crafts that draw upon local resources and talents, giving Pueblo youth a sense of accomplishment and putting them back in touch with their tribal traditions.

One alcohol education specialist pointed out that the problems which overwhelm these adolescents start with broken homes and cultural disorientation and the consequences are loneliness and depression characteristic of people deprived of these vital, nurturing experiences.

One of the major problems is that the adolescent who resists becoming dependent on drugs and alcohol is confronted by peers to conform; the pressure is often impossible to resist. Through rap sesions, cultural awareness and value clarification activities, individual and family counseling, and community education and involvement, the Six Sandoval staff creates an understanding of the problems involved. Through youth workshops and conferences, health fairs, sports, crafts, and arts activities, the staff provides a road leading to a more meaningful and productive life.

Resources

Kenneth Valencia
Six Sandoval Substance Abuse Program
Post Office Box 580
Bernalillo, NM 87004
(505) 867-5961

Indian Children's Program

Presenters

Albert Hiat
Philip May
Ann Crawley

Purpose

To provide information about the Indian Children's Program, an Indian Health Service component with the overall responsibility for coordination of efforts in developing, providing, and evaluating mental health services for children and to present information about the program's multi-disciplinary diagnostic outreach services and the Fetal Alcohol Syndrome Program.

Major Points The presenters provided information to the conferees in the following areas:

- The history of the Fetal Alcohol Syndrome (FAS)
- How to recognize and diagnose FAS.
- The prevalence of FAS in the world and on the Indian reservation.
- Programs available for FAS children

Materials Available The following free materials are available:

Fetal Alcohol Syndrome
and
The Indian Children's Program
Indian Children's Program
2401 12th Street, N.W.
Albuquerque, NM 87103
(505) 766-6575

Resources Philip May
Ann Crawley
(see above address)

Indian Counseling Services: Mental Health Services for Children and Families

Presenters Jeanette Gurevitch Patricia Apl aw Telesfore Lujan

Purpose To describe the Urban Indian Child Resource Center Program and the children and families who use the services of the program. In addition, to discuss culturally appropriate therapeutic methods, the strengths and conflicts of being an Indian counselor, and the response of the community to the availability of clinical services.

Major Points The Urban Indian Child Resource Center, located in Oakland, California, provides several different services to the Indian communities: Social Services, Indian Youth Services, Indian Counseling Services, and the Foster Support Program.

The clients who use the program are mainly children of single parents referred from the schools, parents, and other social service agencies in the community. Some of the problems which the Center encounters are drug and alcohol abuse, children with learning problems, and children of abuse and neglect. Last year, 36 male and 26 female children were clients of the Center.

Each counselor who is on staff at the Center is provided training and encouraged to enroll in schools to further their counseling career. Each counselor functions in a variety of capacities such as in school counseling, home interventions, individual counseling at the Center, outreach counseling, resource identification for families in need, client follow-up, play therapy, and parent consultation.

Resources Jeanette Gurevitch
Urban Indian Child Resource Center
390 Euclid Avenue
Oakland, CA 9[illegible]0
(415) 832-2386

The Effects of Power and Powerlessness on Children

Presenters Francisca Hernandez, Ona Lara Porter

Purpose To discuss the effects of power and powerlessness on children.

Major Points The presenters began with definitions of "power" and "powerlessness." Power is the ability to influence other's behavior; to modify and control and, thus, to take away from people's dignity. Powerlessness makes one feel tired and hopeless. Although Native Americans congratulate themselves on the progress made, they must not forget that there are still 20,000 students in Indian boarding schools; the average Indian family of 4 has income of about $6,000 per year; and one third of Indian students don't finish high school. However, there is a positive power which allows some kind of control by sharing and by overcoming our fears of each other.

The presenters discussed the concept of power using the analogy of a pyramid. At the very base or bottom of the pyramid are the children and above them the churches, governments, educational systems, and the like. The children are the most powerless. At the top of the pyramid are the large national corporations.

Resources

Francisca Hernandes
Ona Lara Porter
Indian Health Board
610 Gold Avenue, S.W., Room 202
Albuquerque, NM 87102

Creating and Maintaining Children's Services Networks

Presenters Glenn Savage, Michael Graf, Ed Garrison, Chris Sam, David Heppel

Purpose To inform those attending the workshop of efforts to coordinate community services on behalf of children with multiple service needs and to suggest strategies to accomplish networks of services within any given community.

Major Points Through the workshop, the conferees learned about specific programs in Boston, Arizona, Minnesota, and Alaska which successfully established children service networks. The presenters identified ten specific circumstances which enhance the capacity of communities to collaborate on the establishment of children's networks. In addition, the presenters discussed six different approaches to creating a service network which are likely to jeopardize that network. In essence, particular approaches to networking must be tailored to the individual community. Detailed information on these points are available from the presenters.

Materials Available Free materials are available from the presenters.

Creating a Network for Preschool Handicapped Children: A Workbook Approach
Steps for a community to develop coordinated services for preschool children.
American Association of University Affiliated Programs
2033 M. Street, N.W., Suite 406
Washington, DC 20036
(202) 333-7880

Therapeutic Foster Home Program

Presenters Larry Thomas Margene Tower

Purpose To present a unique program in the Indian Nations which treats Indian children with severe emotional and behavioral problems by using confrontation therapy.

Major Points The underlying concept of the program is that many of the most severe emotional and behavioral problems of children can be traced to a failure to bond or attach to the mother during the first two years of life. Confrontation therapy is being used to treat children with such severe problems. The purpose of confrontation therapy and the Therapeutic Foster Home is to achieve bonding so that the child will trust others and allow control. The Therapeutic Foster Home program on the Fort Peck Reservation in Montana is the first of its kind in Indian country. The program started in October 1980 through an IHS grant to the Montana Indian Health Board.

The presenters concluded with the following points:

- Attachment problems between the parents and the child occur on the Indian Reservations, either as a result of birth or hereditary defects or of child abuse and neglect.
- There does exist a teatment mode which can help these children.
- Cooperation must take place between all agencies involved in working with the children on a particular reservation.
- Competent follow-up treatment must be maintained to insure the success of the therapy.
- Failure to treat these children will allow them to grow to be potential child abusers.

Materials Available The following materials are available at a cost:

Mini "William" (Video Tape)
Montana Indian Health Board
Box 31278
Billings, MT 59107
(406) 652-1270

What Shall We Do With This Kid
Foster W. Cline, M.D.
Evergreen Consultants in Human Behavior
Box 14
Evergreen, CO 80439
(303) 674-5503

EDUCATION

New Directions and Funding Procedures in Public Law 81-871, Federal Impact Aid and The Johnson O'Malley Program under Public Law 95-561

Presenters John Wade Ken Ross

Purpose To discuss the latest information on the Johnson O'Malley Impact Aid Program and to present a brief historical perspective of the act.

Major Points A legislative review of Federal Educational Assistance for Indians from 1802 thru 1978 was given. Some of the changes that were stated because of the reauthorization of Federal Impact Aid were underlined by the presenters, including the following budget cutbacks:

- The BEOG program was reduced 20% this year, plus 25% each year until it is phased out. Students then would pay the cost for higher education themselves.
- A phase out of federal support for museums will be implemented.
- A consolidation of approximately 45 categorical grant programs into Block Grants with a 20% reduction will occur. Block Nos. 1 and 12 programs that target on students with special educational needs will be consolidated. Block Nos. 2 and 35 programs that provide direct educational services to the handicapped, neglected and delinquent children to improve staffing and support school services will be consolidated.
- The reduction of Impact Aid funds will reduce the number of school districts. State governments could apply for federal sanction to equalize and, if they qualify, could claim federal funds as state funds.
- Cutbacks will occur as follows: 20% in educational programs; 45% cutback in Impact Aid; 10% in Vocational Education; 25% National Institute School lunch program; and 20% in BIA Education.

The recommendations made were:

- Retain effective Indian education programs.
- Cut administrative costs, not program support.
- Do not consolidate Tribal Grants programs.

Materials Available The following material is available:

New Direction and Funding Procedures in Public Law 81-874, Federal Impact Aid
and
The Johnson O'Malley Program Under PL 95-561
Kenneth G. Ross
Superintendent of Schools
Window Rock School District Nos. 8 & 9
Fort Defiance, AZ

Resources Kenneth G. Ross
(see above address)

Meaningful Participation of Parent Advisory Councils in Development, Implementation and Evaluation of Title I E.S.E.A. Projects

Presenters Gloria Twitchell Pauleen Billie Delores McKerry

Purpose To inform educators, parents and concerned persons on the importance of parental involvement and techniques to generate involvement for Title I Parent Advisory Councils (PAC) Members.

Major Points The presenters made several points which relate to the involvement of parents in Title I Projects. The following are the major points of the presentation:

- Educators realize that parents are teachers too. For children attending a day school, grades K-12, less than 8% of the child's time is spent with their school teachers.
- Different types of legal requirements exist, such as in P.L. 94-142 and P.L. 95-561, Title I and XI that mandate parental involvement in local school programs for the benefit of their children.
- The key to parental involvement in Title I is continuous and ongoing in-service training sessions in every phase of project development, implementation, operation, and evaluation.
- When PAC assists in developing a Title I project, the PACs need to be involved in assessing the needs of their school children and, especially, in working closely with their school staff.
- When PAC assists in the project implementation and operations, PACs should continuously visit classrooms and actually experience learning activities of the children.
- When PAC assists in the project evaluation, PACs need to be aware of the evaluation tools used and, if possible, participate in monitoring the total project at the school.
- For the best understanding of the Title I project in the school, PACs need to understand the project application as much as possible.
- Techniques to generate parental involvement are: Agenda items meet the needs of Title I PAC members, provide activities that involve each PAC member as much as possible, have different people present items on agenda, do not have one person dominate the meeting, provide a nursery with fun activities and refreshments for children of PAC members. Provide refreshments, establish prompt meeting times, welcome each PAC courteously with a handshake and greet them by name, organize meetings so presentations vary in length with appropriate breaks and opportunities for parents to express suggestions or comments, use a variety of audio-visual materials and equipment, keep minutes, include names and addresses of meeting participants.
- Successful parent activities are: open houses, parent days, meetings include homemaking methods, problem solving techniques for children, children's school activities, promotion of family togetherness, children's interests, supervision of after school clubs and field trips, producing newsletters and bulletins, assisting in classroom library, clerical task, making teaching materials, volunteer tutors, parents as resource people in the classroom, and more.

Materials Available The following material are available at cost:

Title I, ESEA, Working with Schools: A Parent's Handbook
Superintendent of Documents
U.S. Department of Education
Washington, DC 20202

Parent Community Involvement (Film)
Bob Stevens, Ramona Moore, Glora Twitchell
Hollywood Films Enterprise, Inc.
6060 Sunset Blvd.
Hollywood, CA 90028
$90.00

Growing Together Parent and Child Development (and Consultant Services)
Dr. Robert D. Strom, Professor
Brooks/Cole Publishing Company
Order Department, 10 Davis Drive
Belmont, CA 94002

Increasing Human Effectiveness
Bob Moawad, President, ULI
United Learning Institute
7121 27th Street West
Tacoma, WA 98466
$72.45
(206) 565-3131

Resources

Dr. Robert Strom, Professor
Education Department
Arizona State University
Tempe, AZ

Gloria Twitchell
Education Specialist--Title I
Navajo Area Education
Post Office Box 1060
Gallup, NM 87301

The Role of Indian Community Colleges as Opposed to the Regular Four-Year Institutions

Presenters Leroy Falling Dean Jackson Doug Pemberton

Purpose To compare tribally controlled community colleges with typical non-Indian colleges and to make the comparisons in such dimensions as open admission, "give me a change;" firm 3-R's; and strong support of tribal culture.

Major Points There is a unique need for a tribal college to facilitate the maintenance of tribal culture. Through such colleges, unity and strength among Native Americans can be achieved. In addition, it is well known that Indian students have not done well in traditional colleges with up to 85% of those enrolling dropping out before completion of their programs.

By operating their own colleges, tribes can take pride in their own efforts and are better able to perpetuate the history and culture of the American Indian. Furthermore, the presenters state that tribal colleges have assisted in improving the economics of the community and the reservation in general, and have seen such benefits as immediate job placement of skilled employees occur. Through interaction with non-Indian colleges, tribal colleges have improved the image of the Indian. Tribal colleges provide a unique opportunity and challenge to a tribe.

Resources The following free material is available:

BIA Post Secondary Division Code 505-Annual Report of Tribal Controlled Community Colleges
P.L. 95-471
BIA
1951 Constitution Avenue, N.W.
Washington, DC 20242

Using Dialectic Technique for Teaching Health-Related Subjects

Presenters Herbert Benally Elizabeth Fisk McClennan Hall

Purpose To demonstrate and explain how the dialectic method, as developed by Paulo Freire, can be used to help students to look critically at work and, because of that, to be able to act upon the world instead of being mere objects responding to change; and to offer to the conferees a new organized approach to teaching health.

Major Points In large part, the presenters refer to the application of their methods to the oppressed Indian community. Oppression, according to the presenters, is the state in which an individual's own ideas are submerged through attempting to survive in a dominant culture. Oppressed individuals suffer from a sense of passivity, of powerlessness, rationalized by the assumption that the dominant culture knows best. An oppressed people is a people not involved in the decision making process that shapes their lives.

The key to changing this condition is learning how to think. As long as one thinks thinking is a pain, people will always be manipulated. The Freire method requires a teacher who functions in the role of a guide, counselor or facilitator, rather than as the conventionally dominant one; the authority who has all the answers. Such a teacher encourages students to ask questions, consider their own experience, develop awareness of inherent problems, and seek solutions of those problems.

The presenters discussed the Freire method. In this method the teacher adopts an attitude toward his students which says in essence: "You know a lot of things that I don't. Lets both investigate concepts, issues, realities with which we are confronted. Let's get together and dialogue."

The implementation of this method requires four phases. They are:

. The identification of problems, of sources of frustration, anxiety and hopelessness.

. Value clarification. Oppressed people don't know what their values or needs are. They lack a developed value system. To achieve such a system, personal statements of ethics are sought and available models presented through which they can develop their own system of values.

. Presentation of current research information relevant to identified problems.

. Management of stress by making available tools by which to cope with frustration.

One program was outlined by which these phases could be cultivated. First, a team is set up consisting of social workers, counselors, teachers, students, etc. This team studies the daily life of the student, accumulating as much data as possible concerning the students. From this data emerge concepts of the students' universe. The team meets as a whole and develops pictures or photos reflecting these themes, which are transferred to slides. The team considers these slides, looking for ways in which to encourage the students to think about their needs and values.

In class, the slides are shown to students and a dialogue results about the significance of these situations; both the team and the class participate in the dialogue. In the dialogue there is movement from general to specific, with the intention of encouraging a process of identification in the student and the development of a personalized value system.

Resources Herbert Benally
Box 507
Chinle, AZ 86503

Culturally Relevant Education

Presenters Linda S. Belarde, Paz Jacobs, James Riding In, Joe Dishta, A. J. Gilland, Steve Kostelecky

Purpose To share with the conferees successful teaching/learning experiences of the Zuni Alternative Learning Program. The major emphasis was on the culturally relevant approach to teaching academic skills. In addition, the purpose was to share some practical teaching approaches using cultural resources.

Major Points The Zuni Tribe has long recognized the need to provide educational services to the large number of Zuni students who leave the public schools. The long-range plans of the Zuni tribe, based on a comprehensive community needs survey, indicate a continuing need for a more positive type of education, one that incorporates Zuni learning styles and close community contact.

The Zuni Alternative Learning Program provides fully accredited junior and senior high level educational services (grades 7 through 12) to Zuni youth who cannot or will not attend public school. Each student is assigned an advisor from among the staff. A strong emphasis is placed on learning by involvement and contact with people, places and things not available on the reservation through field trip experiences.

Teachers are certified in the state of New Mexico and use the state high school graduation requirements as a guide in developing and offering coursework. Other tribal personnel, as well as community resource people, are utilized as much as possible in the classrooms. The staff feels that if students can see the relevance of education to their everyday life, they might be more interested in staying in school.

In addition to the regular school program, the Zuni Learning Center (ZLC) also offers an extensive summer program which includes classes and travel.

The staff have collected slides from many ZLC activities which show the diversity of the school, the work with community members, and some of the students' travel experiences.

The following were the major points made by the presenters regarding the Alternative Learning Program (ALP):

- Counseling--the counseling components provide these services to the students in the ALP: small group; informal discussions; academic advice; personal counseling; student record keeping; home visits; constant reinforcement and encouragement to students; and coordination of referrals to other agencies.

- The social studies teacher offers such courses as: American History; life coping skills; Southwest Indian History; and Indian in films with strong Indian emphasis. Local resources are used extensively to supplement and enrich textbook material.

- Students were involved in an interview project in their language arts class. They devised the interview questions, made appointments, set the tone, established rapport, elicited information, recorded answers, and wrote up each interview.

- The interviewer was either a parent or grandparent. In learning about how to do interviews, students also learned that their parents are valuable resources, and in the process the students acquired some information about Zuni.

- Social studies and language arts teaching/learning were intergrated into a unit for 7th and 8th graders on Pueblo history. A multi-media approach was used with guest speakers, reading, map work, slides, writing, and site visits. The students wrote rough drafts of their reports, edited them, then complied their writings into a booklet complete with cover, table of contents, writings, and appropriate maps.

- Field trips can and should be a valuable learning experience for students living in an isolated, rural Indian reservation. The exposure to other Indian tribes, to cities and to major factories or industries in their area provided on-site learning experiences which cannot be duplicated in the classroom. Paz presented a set of slides showing ALP

students on field trips to various Southwest Indian reservations, San Diego, and backpacking in the mountains of Colorado.

Materials Available

The following materials are available:

Course Listings: Alternative Learning Program
Zuni Alternative Learning Program
c/o Linda Belarde
Post Office Box 339
Pueblo of Zuni
Zuni, NM 87327

Book of Poems
By: Staff of the Center
ERIC/CRESS
Las Cruces, NM

An Evaluation: Zuni Cultural Education Program
Nell Rogers
ERIC/CRESS
Las Cruces, NM

Resources

Linda Belarde
Post Office Box 339
Pueblo of Zuni
Zuni, NM 87327

Recent Findings and Experiences in Native American Indian Education Programs

Presenters

Dr. Carl G. Foster

Purpose

To expose conferees to a collaboratively developed leadership training program and to increase their awareness of ways in which some elements of the leadership training program can be used at their local sites. In addition, the purpose was to provide a criterion referenced paradigm than can be used by the reservation educator for the development of instruction that is measureable and workable.

Major Points

The presenter described an intergration of the concepts of organizational theory, community-based education, and education that is multi-cultural and which has been the focus of a collaborative Native American program developed by the Teacher Corps Native American Project. This leadership program is an example of a collaborative effort among Teacher Corp Projects serving similar populations.

The presenter described the Native American Leadership Program and the ways in which that program has impacted the Northern Arizona University/Leupp and Kaibeto Boarding School Project. This leadership training program has provided training in the areas of organizational theory, leadership skills, and decision making skills to Native American school boards and others who are in leadership positions in the communities served by the projects. The program has also trained the participants to become trainers of others in those skills. The project was integrated into preservice and inservice designs of the Teacher Corps project.

In addition to discussing these projects, the presenter talked about P.L. 95-561. In essence, he stated that 95-561 will be the facilitator of change and the basis for accountability. Through the use of criterion referenced curricula, such change will be brought about and measured. The paradigm of criterion referenced curriculum is: (1) needs assessment, (2) curriculum statement formulation and evaluation of existing curricula, (3) curriculum development, and (4) evaluation.

Materials Available

The following free materials are available:

Curricula and 95-561: A Paradigm
By: Carl Foster
ERIC Clearinghouse
New Mexico State University
Las Cruces, NM

Resources

Dr. Carl Foster
Northern Arizona University
Flagstaff, AZ 86011
(602) 523-2197

Student and Parent Rights and Responsibilities in Contemporary Society

Presenters

Joann Sebastian Morris

Purpose

To discuss the process of learning how to become an advocate for Indian students, their parents, and other Indian community members.

Major Points

While it is true that many Indian youth are still being treated unfairly in their school setting, it is equally unfortunate, yet true, that Indian people do not generally have sufficient resources (i.e., personnel, knowledge, etc.) to combat such ill treatment. Advocates, ombudsmen, or other intermediaries are usually unavailable. Through this workshop, parents, community members, and students learned to become their own advocates.

Based on five years of experience working as an advocate for Indian students, their parents, and Indian teachers, the workshop presenter provided information about the usual chain of command in most public, parochial, and government schools. The presenter reviewed the organizational tasks to complete before meeting with a teacher or an administrator. Workshop participants were cautioned about certain behaviors and attitudes with which they are likely to be confronted. Throughout the step-by-step discussion of how to handle grievances, many examples of problems Indian students and parents have faced were cited. For example, Indian students are often thrown out of class for questioning what their teachers have reported about Indian culture. In instances where an Indian or a non-Indian get into a fight, only the Indian youth has been suspended, although he may not be the youngster who started the bout.

These are but a few of the problem areas that were discussed. The workshop closed with a discussion of parents' and community members' rights to review the curriculum, inspect textbooks and libraries, review auditorium presentations, insist on in-service training on Indian culture and, in other ways, become fully involved in insuring the educational rights of our Indian youth.

Resources

Joann S. Morris
American Indian Education Commission
450 Grand Avenue, RM C-100
Los Angeles, CA 90012

Tradition and Technology: Improving Basic Skills on the Reservation

Presenters Mark Sorenson, Kathy White, Dorthy Yazzie, Mary Jean Kaye

Purpose To describe the basic components of the Rough Rock Basic Skills Improvement Program and its success with the bilingual staff and students at Rough Rock.

Major Points The focus of the Rough Rock Basic Skills Improvement Project is to significantly strengthen the abilities of bilingual Navajo students in the areas of reading, writing, oral English, and mathematics. This project is part of the National Basic Skills in the school initiated by the Department of Education and, as such, it is a demonstration project that is expected to provide models, techniques, and materials that can be validated and replicated in similar situations. "The rise of Indian self-determination will spring from the commitment to controlling our destiny and the strength to transform our beliefs into action."

The project staff believe that Navajo children must have these basic skills to function effectively in modern technological society whether they stay on the reservation or move to an urban area. The hope that Indian self-determination provides rests as surely on the ability of these children to cope with modern technology as it does on their ability to retain and revitalize the traditional values of the Native American community.

The presenters described and discussed, with the aid of a slide show, the five major components of the project: in-service training, developing consistant models relevant to the entire community, increasing exposure time to the basic skills areas, increasing motivation of staff and students in the basic skills, and evaluating appropriately.

Mark Sorenson, the project coordinator, discussed the evaluation of the basic skills project and made the following major points.

- Rough Rock is a contract school where the children are taught primarily in Navajo. Students are being taught the four basic skills of reading, speaking, mathematics, and writing through the basic skills project.
- The techniques used to teach these skills are group oriented, culturally sensitive, and are highly structured.
- The presenters stressed that the curriculum allows the child to have "wider choices" and does not attempt to inculcate the Protestant work ethic; it stresses that the student has the responsibility for his/her education.

The results of the inclusion of the basic skills curriculum at Rough Rock indicates that there has been rapid improvement in the basic skills level of those children participating in the project.

Resources

Mark Sorensen
Project Director
Rough Rock Demonstration School
Rough Rock, AZ 86503
(602) 723-3311

Using Child's Environment, Language and Culture in an Elementary School Curriculum

Presenters Lucille Watahomigie, Josephine Manakaja, Jean Imus, Jorigine Bender, Joanna Wilder, Elnora Mapatis

Purpose To present the position of the concept of bilingual education in Indian Schools in building self-esteem, community involvement, and self-determination.

Major Points After a survey of the community of 1,200 Hualapai Indians, 90% of the parents supported the idea of instituting a bilingual program nine years ago under the Title VII project. The goals of the Hualapai at that time were: (1) to allow their children to become fluent and literate in both English and Hualapai, and (2) to encourage a sense of self-esteem and self-acceptance in the children through the process of acquiring their language which is unique to them as a people. This in turn would help them accept other people, other cultures, and other languages.

Through the years of the program's operation, the following have been accomplished:

- The development of written Hualapai.
- The development of a philosophy of education which is humanistic in its overall position and specifies concrete goals and objectives for the children.
- The development of materials consisting of resource guides to consistently integrate the Hualapai language and cultural traditions into the general curriculum. The project's director, Lucille Watahomigie, stressed that curriculum development must be child centered, taking what the child knows and utilizing the child's past experiences in meaningful ways in the classroom.
- The development of detailed staff training sessions and workpapers to instruct the teachers in the theory of bilingual education and in Hualapai traditions. This seemed to meet with resistance at first, resulting in the loss of some teachers. However, these staff workshops are key to the success of the program since it is the teachers who must be open to these concepts to make them work in the classroom. They must be supportive.
- The training of five Hualapai teachers who have almost completed their degrees. These teachers do the language classes and the Hualapai Studies class (includes the traditions, values, and environmental concerns of the Hualapai). Some of the projects in Hualapai Studies have been the building of cradle boards, the preserving of the mencal-agave plant, rafting down the Colorado, learning the topography of the land around the reservation, kinship, songs, etc.
- Much of the research about "old ways" was elicited by interviewing elders in the community. This in turn promotes respect for the past. Elnora Mapatis, one of the elders, visits the school regularly.

Anglo teachers and Indian teachers working together with common goals and purposes have added to the success of this project. These goals and purposes have been locally defined by the Indian population.

Resources

Lucille J. Watahomigie
Director
Hualapai Bilingual Education
Peach Springs School
Post Office Box 138
Peach Springs, AZ 86434

Commonalities for the Navajo Learner

Presenters Bea Holland

Purpose To present to the conferees the results of a three year study delineating learning patterns of Navajo children (5th graders).

Major Points The Gallup/McKinley County School District is a geographical area about equal in size to the state of New Jersey. A part of the county system is located on the Navajo reservation. The more than 12,000 students in the district come from a variety of racial and cultural backgrounds. The prevailing group is the Indian, with 67% of the students being Navajo.

There are seventeen elementary schools, four mid-highs and four high schools in the system. Fifty-six special education programs function to meet the needs of all the identified exceptional students K-12. Four diagnosticians have a growing concern with the diagnostic and evaluation process which is being used with Indian students. An even greater concern exists about the approach to appropriate curriculum and teaching methods.

A research effort has been in process which has attempted to determine the commonalities of the Navajo learner. A random sample of 200 Navajo fifth grade boys and girls were chosen to participate in this project. An intake questionnaire was used to assess factors in the home which may affect school attendance and motivation. A school behavior checklist was used to assess student attitude; parental attitude was also studied.

A test battery used in this study included the Wechsler Intelligence Scale for Children-Revised, Draw-a-Person, Development Test of Visual-Motor Integration, Bender Gestalt, Wide Range Achievement Test and Peabody Picture Vocabulary Test. Sub-tests were plotted and cross-references were analyzed in order to find the significant correlations. The commonalities of the Navajo learner are as follows:

- Navajo girls scored higher on tests than Navajo boys. The researchers believe this is due to the higher level of verbal "stimulation" the girls receive in the Navajo home.
- Language is the major obstacle to learning--Navajo's have difficulty forming certain English sounds (such as "d") and distinguishing sounds.
- There was a high degree of disease and malnutrition in those children diagnosed as underachievers, also a high incidence of otitis media (inner ear damage).
- Another factor in achievement suggests there is a correlation between low self-esteem and learning problems.

The researchers concluded that Navajos learn best by sight and tactile stimulation rather than verbally. Their findings also indicate that school curricula (especially elementary) need to be changed to reflect this learning strength of Navajo children.

Resources

Bea Holland
Gallup McKinley County School District
Educational Development Center
110 East Aztec
Gallup, NM 87301
(505) 722-7101

Special Education Policies for American Indian and Alaska Native Exceptional Students

Presenters Bruce A. Ramirez

Purpose To discuss the need for and to share examples of suggested special education policies for the education of American Indian and Alaska Native exceptional (handicapped and gifted and talented) students.

Major Points Today there is extensive policy at federal and state governmental levels providing for the education of all handicapped children. Interpretation of P.L. 94-142 and Section 504 of P.L. 93-112 has led to the clear enunciation that special education opportunities must also be available to Indian handicapped children regardless of whether such children are served by state (public), Bureau of Indian Affairs (BIA), tribal or cooperative school systems.

In addition to establishing and maintaining comprehensive special education programs, local school systems on and near reservations (including Alaska Native villages and former reservations in Oklahoma) are faced with the additional challenge of providing services consistent with the cultural needs of Indian exceptional children. Further complicating the provision of services are the special administrative arrangements frequently associated with service delivery to Indian communities in rural, isolated and sometimes remote areas.

Without appropriate policy, there is no basis for building and monitoring effective programs over time. Written policy also contributes to the orderly operations of school programs in the following way: (1) policies foster stability and continuity as well as assure smooth transitions when change takes place through staff turnover, which is a common occurrence in many schools serving Indian communities; (2) policies keep the community informed about the school's goals and responsibilities on educational and operational matters; and (3) policies provide a framework for school personnel to make decisions which minimizes the opportunity for arbitrary and capricious action.

To assist public, BIA, tribal and cooperative school systems in the difficult task of developing, expanding or refining appropriate policies, The Council for Exceptional Children with support from the Office of Special Education, U.S. Department of Education and BIA, U.S. Department of the Interior developed a special education policy development and resource guide. The guide, "Special Education Policies for American Indian and Alaska Native Exceptional Students: A Development and Resource Guild," is divided into the following main sections:

- Service delivery--contained within this section are policy areas oriented toward population, child identification, student evaluation, placement, and continuum of services.
- Procedural safeguards--this section addresses policy areas outlining the legal and administrative protections guaranteed to handicapped children and their parents throughout the special education process.
- Administration--this section presents policy areas associated with administrative organization and jurisdiction, program management, facilities, transportation, personnel and fiscal management.
- Resources--the resource section provides a general overview of selected agencies, programs and organizations concerned with the education of exceptional and/or Indian students. Some of these resources include: selected federal agencies and programs providing financial assistance to state, BIA, tribal and cooperative Ed.U's; national advisory groups; nongovernmental national organizations concerned with special education and Indian education; State Department of Education contracts in special education and Indian education; and printed and media materials.

Some of the specific areas in which special education policy should reflect consideration of the characterization of the Indian communities and students include: (1) utilization of the native language in conducting child identification activities; (2) knowledge of traditional tribal beliefs about the handicapped and gifted and talented; (3) notification and involvement of appropriate tribal governmental entities and/or agencies in efforts to identify children suspected of being in need of special education; (4) determination of a child's English-language proficiency prior to proceeding with an evaluation; (5) availability of interpretors to assist in evaluation and individualized education program development; (6) attention to special cultural and language programs or activities that should be available to Indian exceptional children; (7) interagency cooperation; and (8) special education and Indian education in-service training activities and cooperation between special education and Indian education administrative units.

Materials Available

The following materials are available for free or for a small charge:

Special Education Programs for American Indian Exceptional Children and Youth: A Policy Analysis Guide
By: Bruce Ramirez

Special Education Policies for American Indian and Alaska Native Exceptional Children: A Development and Resource Guide
By: Bruce Ramirez
ERIC Clearinghouse for Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091
(703) 620-3440 Ext. 207

Resources

Dr. Bruce A. Ramirez
Department of Governmental Relations
The Council of Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

We are all one.
The surface and the essence appear the same.
It is only words which make a difference.
Concealing wonder
Revealing shame
Expressing what cannot be expressed.
Existence remains between us
With surface and essence of equal claim.
It is up to you never to explain
But to keep to yourself
The knowledge that
There is more to fire than a flame.

HEALTH AND THE HANDICAPPED

Meeting the Needs of Abused and Neglected Indian Children

Presenters Ronald S. Fischler, M.D. Charlotte Goodluck, M.S.W.

Purpose To elucidate the needs of children who are abused and neglected and to consider how to meet those needs in Indian settings.

Major Points Dr. Fischler discussed the growing problem of child abuse in Indian communities, stressing that:

- The present system for dealing with child abuse is not responsive to the needs of the children.
- Child abuse is prevalent in Indian communities and is on the rise.
- Developmental and behavioral problems result in children who have been abused and/or neglected.
- There is a strong association between child abuse and poverty, alcoholism, poor parenting role models, and lack of early mother/infant bonding.

The presenter also focused on the role of social workers in dealing with abused and neglected children. Social workers, it was stressed, should seek out legal help when it is necessary to involve the courts in treatment of abusive parents (when removal of the child is necessary). He also stated that foster care for the child can be beneficial as it can remove the child from physical danger as well as "buy time" to diagnose a course of treatment for the family. Foster parents need training, especially when dealing with difficult children.

Treatment for those parents who are identified as abusive can be done by community volunteers who are "nurturing" types and good <u>parent</u> role models, stressing self-help and community support in the treatment program.

Dr. Fischler presented two case studies aimed at the problems of <u>defining</u> child abuse (his definition was "any behaviors which violate community standards of child care") and showing problems in dealing with <u>proving</u> child abuse in the courts.

In summarization, the following points were made:

- A good long-term outcome for the maltreated child means making the best of a sad situation--children need safety, nurturance (love), stimulation, and security (permanence) in order to develop normally.
- Foster care is a temporary solution; it buys time to try out a treatment plan for the family. Often foster care is interminable and unstable and is an unacceptable solution. Adoption or return to a rehabilitated family are acceptable outcomes.
- Each case of abuse/neglect must be individually assessed looking for <u>strengths</u> as well as limitations of the child (health and development), family, extended family, and available community resources.
- There exists many strengths within Indian families and communities that can be tapped to solve the problems.
- Teamwork among professionals from different agencies is essential. Old barriers must be transcended and group training must occur in order to achieve teamwork.
- Workers in this field need to be mutually supportive and be empathetic toward families, taking care to enhance and not compete with existing social networks.

Materials Available

The following free material is available:

Protecting the Indian Child
Dr. Ronald S. Fischler, M.D.
University of Arizona
Family Practice Office
1450 North Cherry
Tucson, AZ 85724
(602) 626-7435

Resources

National Center for Prevention and
Treatment of Child Abuse and Neglect
Denver, CO

Assessing Speech-Language Problems in Young Indian Children

Presenters Norman Segel Marcia Miles Marcy Abieta

Purpose

To discuss procedures for establishing a language screening program for preschool and primary grade children and to examine with the conferees materials related to assessing children's language abilities.

Major Points

There exists in the field of speech-language pathology a variety of language assessment instruments designed to identify language delay or disorders in young children. However, the majority of these screening instruments were developed and standardized on populations centered in or near large urban areas. Items which appear on these tests, therefore, may not be readily recognizable nor familiar to rural, Native American children.

As part of a program designed to teach regular classroom personnel to identify and work with speech-language impaired children, an experimental language screening instrument was developed. It is designed to be culturally and linguistically sensitive to a population of Native American children. The instrument proposes to identify the existence of gross language disorders or delay in children aged 3 to 7 years. The assessment can be completed in English or in the child's native language.

Look, Listen and Tell is presently being field tested in several schools and preschools in New Mexico and Arizona. The target schools were selected on the basis of having a predominate enrollment of Native American children. Data collected from the current field test edition are being analyzed to determine its effectiveness as a language screening device and to establish standardized norms for a Native American population.

This workshop presenter described procedures for a language screening program, examined the Look, Listen and Tell materials and allowed participants to practice assessing children's language skills via training video tapes.

Resources

Norman Segel
Southwest Communication Resources, Inc.
Post Office Box 1785
Albuquerque, NM 87103
(505) 344-3489

The Special World of Children

Presenters Cecilia Braun, Diana Pak, Irmas Johns, Arlene Pedro, Julia Jones

Purpose To expose the conferees to a model of services to preschool and school aged handicapped children located on the reservation and to describe a service delivery system of itinerant professional and paraprofessional staff, how it is implemented, and its advantages.

Major Points Evaluation of handicapped and emotionally disturbed children in a Native American population must be dynamic. Tasks must be broken down to see where the problem lies. Diana Pak, school psychologist for the Gila River Indian Community Tribal Program, has looked at the problem of the inadequacies of normative tests used with young Pima/Papago/Maricopa Indian children noting linguistic and cultural differences. She has begun to modify evaluation tools to allow for considerations of these differences.

The Gila River Indian Community Tribal Program has provided services to rural reservation special children in two ways: (1) providing direct services to the children and (2) providing training to itinerant resource people who are called Special Needs Resource People (SNRP). One of the objectives of the program was "community awareness" and the SNRPs who come from the Indian community have been better able to reach local people, parents, etc., and publicize what the program can do for children. The SNRPs attend parent and community meetings throughout the reservation to ascertain if children need special services. They identify behavior problems, motor problems, or social problems. They make home visits and then make recommendations to a specialist. Another objective of the project was to involve the parents in whatever services were being offered to their children. Parents are looked at as the primary teachers of children and they are trained to work with the child's strengths. They become part of the Individual Education Plan and they attend staffings that relate to their children in order to participate in the planning of activities for the child.

Resources

Cecilia Braun
Director
Special Services Program
Post Office Box 69
Sacaton, AZ 85247
(602) 562-3882

The Utilization of Alternate Resources for the Provision of Health Care for Indian Children

Presenters Nancy Harvey

Purpose To identify and explore with the conferees the health resources outside the Indian Health Service and to encourage their utilization by educators, health professionals, and parents.

Major Points The growth and development of today's Indian children are being threatened by many health problems of modern society. Drugs, alcohol, adolescent pregnancy, and handicapping conditions caused by accidents, otitis media, and congenital abnormalities, are all contributing factors that serve as detriments to the normal well being and growth of many Indian children. The major provider of health services for reservation Indians, the Indian Health Services, has made many strides in the provision of health care for Indian children. However, due to many restraints, especially financial, many Indian children's health needs remain unidentified and undetected, go unmet, or the services providing for these needs are severely fragmented.

The presenter identified and explored with the conferees those resources outside the Indian Health Services which can be utilized to provide health care for Indian children. Six primary programs were identified as being the alternate resources. They were the Early Periodic, Screening, Diagnosis and Treatment Program (EPSDT), Crippled Children's Service, the Head Start Handicapped Children's Program, the Infant and Preschool Hearing Programs, School Health Programs, Tribal Maternal and Child Health, and Community Health Programs. The presenter emphasized the importance of EPSDT as the major alternative resource. This program is currently available for children eligibile for Title 19 and has to be a victim of underutilization not only nationally, but among Native Americans. The role and contribution each one can play in helping to provide and promote optimum health care were discussed.

Resources

Nancy W. Harvey, R.N., M.P.H.
Indian Hospital
801 Vassar Drive, N.E.
Albuquerque, NM 87106
(505) 766-3301

Intercultural Comparison of Memory Processes and Strategy Between Navajo, Caucasian, and Learning Disabled Children

Presenters Stephen L. Foster Glendon Castro, Ph.D.

Purpose

To present a summarization of the current research of the presenters, with emphasis on teaching implications and possible future remediation techniques that may help overcome the difficulties demonstrated by their research.

Major Points

The possibility that memory strategy deficits are responsible for learning problems in children with learning handicaps was examined by the presenters by comparing recall scores, study/pause times, and clustering scores obtained from a control group, a reading delayed group, and a group of Navajo children on a directed remembering directed forgetting task.

The students included 72 first, third, and fifth grade learning disabled children, 72 first, third, and fifth grade Navajo children, and a control group of 72 first, third, and fifth grade children making normal reading progress.

The stimulus set consisted of 24 back projected slides of categorizable common objects. These slides were presented to the subject for 1.5 seconds followed by a red or green cue slide. A green cue slide signalled that the previously presented picture was to be remembered (R) and the red cue slide instructed the subject that it was to be forgotten (F). The subject controlled the duration of the cue slide presentation. The child could practice the memory task on any of 24 opportunities. The entire presentation of stimuli and recording of study/pause times was controlled by a dedicated Z-80 computer system.

A control group showed an expected developmental progress across grades for recalling of R cued items with recall of F cued stimuli recalled at a uniformly low rate in keeping with current research findings. Reading delayed subjects demonstrated lower than normal progress across grades on R cued items. First and third graders demonstratred a high level of recall of F cued items while fifth graders were similar to normal readers on this task. The Navajo subjects demonstrated development progress across grades, but at an accuracy level twice as low as the reading delayed children. The Navajo subjects had a uniformly high recall of F cued items at all grade/age levels when compared to normal readers. These results suggest a delay in the acquisition of memory strategies for visually presented stimuli that requires language labeling in the Navajo sample. Such results possibly demonstrate a significant cultural/language based area of concern. These results suggest that more than a qualitative difference exists between a control group, a group of reading delayed children, and a group of Navajo children.

The presenters' results are in contrast to the findings of other researchers who conclude that reading delayed children demonstrate the same developmental progression in the acquisition of memory strategies as do normal readers, but at a slower rate (high F item recall). The presenters' findings also suggest that some of the current strategies for teaching remedial reading may need modification to be optimally effective. Serious consideration should be given to the materials and methodologies used to teach reading to the Native American child.

Resources

Glendon Castro, Ph.D.
Stephen L. Foster
Exceptional Children's Center
UMC 68
Utah State University
Logan, UT 84322
(801) 376-4609

Programming, Curriculum, and Training for the Handicapped Indian Child

Presenters June Burr

Purpose To describe the management of individually prescribed instructional programs for a special education classroom and the curriculum and training programs for schools which serve more than one category of handicaps.

Major Points The presenter described the management of individually prescribed instructional programs for a Special Education classroom which serves a variety of handicapped children. The presenter concluded that a directive teaching approach is very effective with handicapped children. The four steps or stages which she employes are assessment, planning, implementation, and evaluation.

The presenter, a teacher herself, believes that it is more important to find out where the child is in his learning than it is to find out why he is not learning. In addition, parents can play an extremely important role in the planning of their child's education and the involvement of parents in their school is seen as essential.

When working with handicapped children, as well as the non-handicapped, the learning style of the child must be determined by the teacher and techniques designed to accomodate the individual style of the student. In addition, the successful classroom teacher (manager) is one who makes judicious use of positive reinforcement.

Resources

June Burr
Post Office Box 444
Carthage, MS 39051
(601) 267-7447

Serving the Communicatively Handicapped Native American Child

Presenters Gail Harris, David Marshall, Rosalind Gachupin, Paula Dorsey, Loretta Brutz, Stephen Borey

Purpose To educate the conferees, through lecture and an audio-visual slide presentation, to the normal process of communication skills development, the most common forms of communica-

tion disorders, and their respective incidence among the general and Native American population, and to describe the program and the University of Arizona's Speech and Hearing Department which focuses on the communicatively handicapped Native Americans.

Major Points Communicatively handicapped Native Americans desperately need professional services but have remained seriously neglected. This presenter discussed problems attendant to serve this population, i.e., tribal differences, bilingualism, geographical isolation of the handicapped, lack of culturally appropriate tests and absence of Native American speech-language pathologists.

The presentation (slide presentation, lecture, and discussion) began with a brief overview of the normal development of communication skills and some common disorders and incidence of disorders for both the general population and the Native American population. Then the presenters described a model training program being utilized by the Speech and Hearing Department at the University of Arizona in Tucson. This program is viewed as being a step toward meeting the challenge of providing professional services to communicatively handicapped Native Americans. The presenters discussed the curriculum used to train Native Americans, the process of student recruitment, and their approach to supervision and tutoring of students.

Resources The following materials are available, some at a cost:

Various materials are available from:
ASHA
10801 Rockville Pike
Rockville, MD 20852

The American Indian Professional Training Program in Speech and Audiology
By: Gail Harris
Department of Speech and Hearing Sciences
University of Arizona
Tucson, AZ 85721
(602) 626-5075

Alcoholism Among Indian Students — Walking Like You Talk

Presenters Richard L. Zephier Charles Hedin

Purpose To provide the conferees with methods whereby they can take action to prevent alcoholism and alcohol abuse among Indian children and to provide a ratipnale of how alcohol users pass drinking attitudes and behaviors on to their children.

Major Points Using a panel format, the presenters discussed strategies which one can use to intervene and prevent students on the reservation from developing serious alcohol problems. The following points were made:

- Indian children in elementary grades are begining to drink.
- Indian children who are drinking will be problem drinkers later in life.
- Alcoholism and alcohol abuse interfere with tribal government.
- Alcoholism and alcohol abuse are an economic problem for Indian tribes.
- Alcoholism and alcohol abuse can be prevented.
- Problems with alcohol abuse and alcoholism can be treated and eliminated.

Resources Alcoholism Among Indian Students
By: Richard Zephier and Charles Hedin
Office of Alcohol Programs
Indian Health Services
2401 12th Street, N.W.
Albuquerque, NM 87120

Language Problems in Young Indian Children

Presenters Nancy Belvin Merle McElroy-Ashcraft

Purpose To show and describe an intervention program for language delayed children.

Major Points Dr. Ashcraft presented the concept of teaching the native language among Choctaw Indian children at the Head Start level. She referred to various theories of learning in young children that are effective methods for language development. She pointed out her position that any learning experience is more successful if it begins with what is familiar to a child. She stated it is generally wiser to begin with the familiar and introduce simple but unfamiliar objects to them by way of naming objects as a stimulation technique. She also spoke of children as learning in a very sensory kind of way.

Language is so vital to a culture in transmitting values, beliefs, customs, etc., that Dr. Ashcraft feels it is up to the community to decide what kind of educational program they want for their children, particularly at the Head Start level. It is through language that we survive and learn.

Another technique she touched upon was the use of graphic materials, books with pictures, written and told in the native language as a means of getting children interested. She said young children almost always appreciate things that are presented in sensory form because young children are sensory learners.

Nancy Belvin then addressed the participants by telling of her personal experiences as a Head Start Coordinator among the Choctaw Nation in Durant, Oklahoma. She began with a brief discussion about the use of dolls in storytelling as they had brought a display of various types of handmade "Indian-brown" dolls. She stated the idea was developed or rather modeled after the "Peabody Approach Kit."

Ms. Belvin also spoke of various intervention techniques that they employ in working with language skills. These include repeating, rephrasing, elaborating, prompting, prodding, and answering one's own questions through listening to the children. Other techniques which can be used are speaking more slowly, emphasizing particular aspects of a word or phrase by changing stress or intonation, reinforcing the child through touching, smiling, or moving toward the child, and modeling.

Materials Available The following free materials are available:

Resources

A Wholistic Approach to Language Learning
By: Dr. Merle McElroy-Ashcraft

From: Nancy Belvin
Choctaw Nation Head Start
Post Office Box 1201
Durant, OK 74701
(404) 924-8289

Native American Stories for Young Children

From: Randy Jacob
Choctaw Early Childhood Language Program
Post Office Box 651
Broken Bow, OK 74728

Dolls for Your Culture
By: Velda Perdue and Glenda Knipe

From: Charlotte's Web
423 West Main
Healdton, OK 73438

Cultural Diversity and the Exceptional Child
By: Louis Bransford, Leonard Baca, and Karen Love
From: Council for Exceptional Children

Common Health Needs of Indian Children

Presenters Lola Morgan Marva Randolph Ina Palmer

Purpose To provide information to non-medical people about Cardio-Pulmonary Resuscitation (CPR), immunization and child abuse in relation to alcohol abuse.

Major Points The presenters through the use of lecture, slides, demonstration, and posters, discussed such topics as CPR for children, immunizations and their importance, child abuse, otitis media or middle ear infection, Fetal Alcohol Syndrome, and preschool development from 2 to 5 years of age.

Materials Available The following materials are available--there may be a cost for some of them:

Soft is the Heart of the Child (film)

From: Albuquerque Area Alcoholism Program
Indian Health Services
500 Gold Avenue, S.W.
Albuquerque, NM 87103
(505) 766-3260

Red Cross Can Help Protect Them From Harm
By: American Red Cross

From: American Red Cross
(see local directory)

Resources Lola M. Morgan
Supervisory Clinical Nurse
Acoma-Canoncito-Laguna Hospital
Post Office Box 130
San Fidel, NM 87049
(505) 552-6634, Extension 235

Bureau of Indian Affairs Advisory Committee for Exceptional Children: Purpose, Role and Activities

Presenters Bruce Ramirez Frances LeMay Barbara Murphy

Purpose To present an historical overview of the BIA Advisory Committee and to discuss the emerging issues and problems that confront it.

Major Points The BIA Advisory Committee was formed two years ago as a result of P.L. 94-142 and currently consists of 15 members. The fundamental concern of this Committee is to better meet the educational needs of Indian and Alaska Native American handicapped children. They are the only Advisory Committee chartered by the Department of the Interior through the BIA, and much of their effort is devoted to improving and expanding the dissemination of information.

At present the Committee serves children attending Bureau and tribally operated schools funded by the BIA. One of their long-term goals is to become involved with public school

activities as well. Their primary purposes include advising the Secretary of the Interior of the needs of Indian and Alaska Native Americans who are handicapped, reporting publicly on the BIA Annual Program Plan, and assembling information to enable the BIA to better serve these children. The Committee recently published "The First Annual Report to the Department of the Interior" and is now concerned with developing a parent handbook.

The presenters stressed the need for working members on their Committee. They feel each member must be very actively engaged and involved in order to achieve their goals and objectives. The presenters encouraged the conferees to express their ideas and feelings regarding programs, policy, and approaches which will improve the handicapped child's condition.

Finally, the Committee expressed their concern with the present Administration's budget cuts which threaten both the present level of service and the improvements made over the past five years. The travel and hiring freeze will have serious detrimental effects upon their attempts to alleviate negative education conditions affecting all handicapped children.

Resources

Bruce A. Ramirez
Council for Exceptional Children
Washington, DC

All Our Children

Presenters Marilyn J. Johnson Thomas Scruggs

Purpose To provide information on the developmental process in infants and young children; to identify and describe the developmental delays observable in physically and mentally handicapped children; and to discuss efforts to enhance growth and development.

Major Points The presenters identified three main developmental delays: Downes Syndrowm, Cerebral Palsy, and Fetal Alcohol Syndrome or Fetal Alcohol Abuse. The procedures and techniques for the assessment of these conditions by paraprofessionals were discussed in detail along with the specific characteristics of each problem. Each of these problems requires identification of four major characteristics: (1) cognitive, (2) social/emotional, (3) physical, and (4) self-help skills.

Resources

Marilyn J. Johnson
Arizona State University
College of Education
Department of Special Education
Tempe, AZ

A Community Program of Health and Nutrition Education on the Papago Reservation

Presenters Connie Ronstadt Tina Peters Mary Flores Geri Aquila

Purpose To tell what the Papago Tribe is doing on their reservation to educate and produce better eating habits among the members of the Tribe.

Major Points The presenters discussed how they are accomplishing, with very little money, the education of the members of the Papago Tribe in better nutrition and improved eating habits. The program is an off-shoot of the "Meals for Millions" program and was created to study nutrition-related diseases at the community level, e.g., diabetis, gall bladder, obesity,

hypertension, and breast vs. bottle feeding. The program began with a breast feeding workshop which consisted of an all day session that included lunch. Those individuals who conducted this and other workshops took the time to acquaint themselves fully with the topics by attending meetings in Tucson. According to the presenters, workshops on these topics and others have been well received because, in part, the instructors are Papago and the presentation is in the Papago language, the workshops are organized around community needs, and the planning committees come from the various villages where the workshops were conducted.

Resources

Connie Ronstadt, R.D.
Meals for Millions
715 North Park Avenue
Tucson, AZ 85719
(602) 624-7963

BEST COPY AVAILABLE

YOUTH ISSUES

The Indian Child in the Non-Indian Home

Presenters Thomas G. Gossett

Purpose To describe behavior control techniques useful for Indian Youth placed in non-Indian foster homes or in off reservation institutions.

Major Points The presenter stressed the importance of recognizing that more restrictions as to disciplinary measures are placed on foster homes and institutions by state welfare laws than are placed on natural parents. In addition, he stated that in group living situations behavior is particularly hard to control. One of the most common problems is that of children "acting out" in order to get attention. To alleviate this, one technique is to separate the child from his audience; without the attention of the audience, the youth is not as inclined to "act out." It is important to avoid entering into a power struggle with the child; in such cases everyone loses.

The presenter also emphasized that the foster home or institution needs to recognize the goal of preparing the youth to return to his or her reservation; a goal above and beyond the limited ones designed to modify daily behavior. Youth placed in foster homes or institutions off the reservation should be encouraged to study their own cultural history, involve themselves in the social activities of their tribe, and carry on correspondence with a tribe member. According to the speaker, it is important that tribes become more involved in the training of foster parents and that the youth feel an atmosphere of love and concern from their tribe. Only since the Indian Child Welfare Act have tribes been able to track down children located in foster homes and institutions; those aware of children so located should notify the tribe or, if unable to do this, an Indian agency.

Materials Available The following materials are available at a cost:

Three Phase Program
and
Residential Treatment-Program Handbook

By: Thomas Gossett
Outreach Services
137 South MacDonald #17
Mesa, AZ 85202
(602) 964-8721

Indian Mini Exchange (A Resource Exchange of Information Regarding Indian Families for Children Needing Placement)

Presenters Judee Filip Katherine Donner Charlotte Goodluck

Purpose To educate professionals and paraprofessionals in the Indian child placement fields to a resource being developed to identify Indian families, resources, and agencies. The information resource being developed will assist placement workers to make placements in the best interest of the child.

Major Points History: Early in the development of Region VIII's Adoption Resource Center (ARC), the need was identified to assist child placement workers in complying with the order of preference (for placement of the Indian child) as mandated in Title I, Child Custody Proceedings, Section 105, A, B, C, D, E, of P.L. 95-608, the Indian Child Welfare Act.

Public and private child placement workers, in particular, need assistance in identifying the Indian family resources for children requiring out-of-home care when no appropriate placement was available in his immediate family. This same need (to identify the resources) was also identified by the Adoption Resource Centers in Region VI (Oklahoma, New Mexico, Texas, Louisiana, Arkansas), Region IX (American Samoa, Arizona, California, Hawaii, Nevada, Pacific Trust Territory), and Region X (Alaska, Idaho, Oregon, Washington).

The development of the Mini-Exchange has from its inception involved participants from the Indian communities. The underlying theme of the Exchange is compatible with the ICW Act and with sound professional practice. A child's birth home is his best placement; however, if the tribal family or extended family system cannot provide for the needs of the child, the exchange system will be available to assist in identifying other Indian family resources which might provide the nurturing needed. The overall goal of this endeavor is to strengthen, improve, and coordinate with existing exchange systems by forming an Indian resource component in Regions VI, VIII, IX, and X, as well as with the National Exchange.

Objectives: The objective of the Exchange is to provide information regarding Indian families interested in being foster/adoptive parents to children of Indian heritage. This system will be available to tribal, public, and private child placement agencies as they make placement decisions "in the best interest of the child" and as they address the order of preference in placements. Specifically, it may not be necessary to place a child with non-Indian foster or adoptive families when Indian resources may be available in a neighboring state.

Resource agencies recruiting and preparing Indian families to be foster/adoptive families will be identified throughout the states served by the four participating ARC centers. These resources will be shared via a mailing list which will be made up of those groups involved in Indian child placements. Through the four participating ARC's, state listings will be developed which include tribal contact persons on each reservation and child placement issues they might help resolve.

Future: As the development of this resource exchange has been facilitated by four Adoption Resource Centers, these Centers will jointly sponsor the Exchange and will share responsibility for beginning activities, such as communications, mailings, and coordination with other regional exchanges.

Region VIII ARC (Judee Filip, Exchange Liaison) will assume some coordinating responsibilities and will provide the toll free telephone service so that there will be immediate access to the resource information by phone. Region VIII will also coordinate mailings of resource information to those on a mailing list developed by the participating Adoption Resource Centers.

In its organizational meeting in Phoenix, Arizona, the Exchange evolved a vision that the Indian Mini-Exchange could become institutionalized in an existing or formalized adoption exchange system. Now developed as an informal network, the principals involved committed their energies to facilitate the further development of self-directed tribal run child welfare programs and use this Mini-Exchange as a tool to tribes, states, and other placement agencies focusing on permanency planning for the children in their custody.

Materials Available

Materials are being developed and will be available from:

Judee Filip
Region VIII Adoption Resource Center
1221 South Clarkson
Denver, CO 80210
1-800-525-9433

Katherine Donner
Region X Adoption Resource Center
157 Yesler #206
Seattle, WN 98104
(206) 382-0430

Empowering Indian Communities Through Task Force Development

Presenters Louise Fleenor, Barbara Renick, Colleen Keane

Purpose To present to the conferees critical issues related to the Indian Community's responsibility toward children in the foster care and adoption system and the movement of those children into some type of permanent planning.

Major Points The Adoption Resource Center, Region IX, presented a panel of representatives from the Native American Task Force which met through the joint sponsorship of the State of California, the Indian Project of Los Angeles, and the Adoption Resource Center in Region IX. The panel presented critical issues related to the Indian Community's responsibility toward children in the foster care and adoption system and the movement of those children into some type of permanent planning. The program and leadership role assumed by the Indian Task Force can serve as a model throughout the United States of the benefits of cooperative efforts between Indian communities and the professional, legislative, bureaucratic, judicial, legal, and business communities in the movement of Indian children into permanent planning and removal of barriers to adoption of these children.

Resources

Louise Fleenor
Project Director
Region IX--Adoption Resource Center
2117 W. Temple Street--Third Floor
Los Angeles, CA 90026

Barbara J. Renick
State Department of Social Services
American Indian Outreach
744 P Street
Sacramento, CA 95814

Colleen Keane
Indian Child and Family Resource Center
1125 West Washington
Los Angeles, CA 90015

Scouting — Informal Education for Indian Youth

Presenters Joseph T. Provost, Sr.

Purpose To interest Indian people in organizing Boy Scout units for their youth on their reservation.

Major Points The presenter described how to organize and finance a local Indian unit of the Boy Scouts.

Materials Available

Boy Scouts of America
Indian Relationship Division
National Office, BSA
Dallas/Fort Worth Airport
Dallas, TX

Resources

Joseph T. Provost, Sr.
Associate Director
American Indian Scouting Outreach
807 Calle doe Corte, N.E.
Albuquerque, NM 87110
(505) 266-0466

Intake, Investigation, and Transfer of Indian Child Welfare Cases

Presenters Anslem Roanhorse, Jr. Ella Y. Shirley

Purpose To discuss the model adopted by the Navajo Tribe for implementation of the Indian Child Welfare Act (P.L. 95-608) and to discuss procedures for notification, intake, social service investigation, response, transfer of legal jurisdiction, custody, and permanent placement planning.

Major Points The Indian Child Welfare Act of 1978 (P.L. 95-608) was signed into law by President Carter on November 8, 1978, to protect the most critical resource of American Indian Tribes--the Indian child. The Act gave and/or reaffirmed the authority of Indian Tribes to have decision making powers in areas of Indian family and child welfare. First, the presenters provided a brief overview of P.L. 95-608. The workshop presenters then discussed the model which was developed by and for the Navajo Tribe for the purpose of implementing the legislation. A presentation was made on how the network of resources and mechanism was developed despite limited financial and technical resources.

The Navajo Tribe established the Indian Child Welfare Project because of the recognized need to have an official contact office to receive information and verify a "Navajo" child in custody of a state agency. The presenters described the responsibilities of this contact office and how it works with other on and off reservation social services programs and courts. The reasons for social services investigations were also discussed. Procedures for petitioning for transfer of jurisdiction, filing acceptance of jurisdiction, and custody were described in detail.

Since 1979, the Navajo Tribe has received and worked with over 85 cases falling under the purview of P.L. 95-608 from several states across the country, such as Arizona, New Mexico, Utah, California, Texas, Oklahoma, Idaho, Colorado, Tennessee, Oregon, and Washington. The workshop presenters shared examples of the different types of cases, how each were handled, and how the returning of Navajo children have impacted social service planning and the future direction related to the development of child welfare services within the Navajo Nation.

Resources Anslem Roanhorse, Jr.
Indian Child Welfare Project
Division of Social Welfare
Navajo Tribe
Window Rock, AZ 86515
(602) 871-5066

Review of National Indian Parks and Recreation Management Training Program

Presenters James H. Rogers, Ph.D.

Purpose To explain the organization, program, and goals of the National Indian Parks and Recreation Management Program.

Major Points Dr. Rogers instituted this program in 1977 with a $400,000 federal grant. The purpose of the grant was to train young Indians for paraprofessional work in Native American communities and on reservations. Many reservations and pueblos had existing recreational facilities, but because there was never a provision made in the federal funding for subsequent maintenance and staff, these facilities were closed or little used. The Program trained management candidates for as long as nine months in order to qualify them for jobs. Training was primarily in facilities management, programs, and budgets. Dr. Rogers also showed slides and gave details of the summer program at Oklahoma State University for Indian young people.

Training manuals were published in each of the above areas and three workbooks developed. Workshops were held in Stillwater, Oklahoma; Phoenix, Arizona; Albuquerque, New Mexico; Hoopa Valley, California; Tahlequah, Oklahoma; and Window Rock, Arizona. The program consisted of two nine-month training phases with five training workshops in each phase. Eighty-seven participants from 39 tribes and 32 states completed the program.

Materials Available

The following materials are available at a cost:

Facility Management
and
Program Design
By: James H. Rogers
Calvin P.E. Center
Oklahoma State University
Stillwater, OK 74078
(405) 624-5496

Drop Outs in Action — Why They Dropped, What They Did While Dropped, What Brought Them Back, What Can We Do to Hold Them

Presenters Bobbie Kisto, Avalina Villaponda, Jack Gregory, Robert Someagustana

Purpose To highlight dropout causes, reasons for return, and solutions to the dropout problem from the viewpoint of a Youth Advisor, Coordinator, and from former dropouts.

Major Points The presenters used a panel format to discuss why Indian youth leave school to go to urban settings as well as those who remain on the reservation. A video tape was used of youth who had dropped out of school discussing why they dropped out and what made them come back to shool. Discussion revolved around these important issues.

Resources

Robert Someagustana
Post Office Box 76
Laveen, AZ

Avalina Villaponda
Post Office Box 130
Laveen, AZ

Jack Gregory
Phoenix Union H.S.
2526 West Osborn Road
Phoenix, AZ 85017
(602) 257-4089

Bobbie Kisto
Indian Youth Advisor
3333 West Roosevelt
Phoenix, AZ 85009
(602) 257-6058

The Educational System and its Relationship to Child Abuse and Neglect

Presenters Warren R. Weller, John West

Purpose To relate to the conferees how the early boarding school educational system facilitated the development of child abusing and neglecting parents.

Major Points Education is a factor that has affected the breakup of the Indian extended family system. It also helped to create many of the abusive and neglectful Indian parents of today. Traditionally, the Indian child was educated within his or her own tribe, maintaining continuity of traditional culture, religion, values, language, and community. Because of the necessity to assimilate the tribal people, the role of educating the Indian child was removed from the Indian tribe and placed in the hands of non-Indians.

The missionary schools were the first to attempt to assimilate the Indian people into the dominant culture. In the 1800's schools were set up all over the country designed to "civilize" the natives, beginning with their children. In many areas, mission schools were de-emphasized, and the federal boarding school system began. Carlisle was established in 1879 as the first of these boarding schools. Indian children were removed from their homes in hugh numbers, placed in boarding schools, sometimes for their entire school life (from age 5 to 20), and often these boarding schools were long distances from their homes.

The boarding schools were often located on farms and the Indian students were required to work the farmland after classes. Tribal languages and other customs were forbidden; strict military discipline was enforced. Sometimes military uniforms were worn and children could be seen marching in lines to class. Many languages virtually disappeared during this period, and Indian children were made to feel ashamed for being from a different culture. Their religion and value systems were held in contempt. In short, their entire self-respect was undermined.

Today, approximately 1% of all American children are institutionalized (in foster homes, boarding schools, orphanages, etc.). Twelve times as many Indian children are institutionalized than nonIndian children.

In the 1960's, other educational programs came into being which have given Indian people more control over the education of their children, such as Upward Bound, Head Start, Community Action Programs, and Job Corps. About this time, the concept of locally controlled (Indian-controlled) schools and school boards began to appear.

The Indian Education Act (Title IV, P.L. 92-318) of 1972 has been instrumental in creating many innovative educational programs. Hopefully, with Indian involvement in the planning and implementation of these programs, Indian peopie will gain fuller control over the education of their children.

Some of the boarding school experiences which left a lasting impression on the minds of these pople have created abusive and neglectful Indian parents. As child advocates, one of the major concerns is to negate this situation among Native American people.

Resources

Warren R. Weller
Project Director
National Indian CA/N RESOURCE CENTER
6539 East 13th Street, #11
Tulsa, OK 74145
(918) 663-9894

Peer Counseling: A Practical Application of a Natural Helping Network

Presenters John Jeffers

Purpose To review a program using peer counseling (helpers) in area school and reservation health centers and to discuss a rationale for using youth as counselors with other youth.

Major Points A peer counselor training program has been developed for the purpose of developing helping skills in adolescent students in order to provide other adolescents with a unique counseling service. The basis of the peer counseling program is the belief that:

- Students who are given the opportunity to discuss their school and personal frustrations to someone who is willing and able to help will be less likely to disrupt class or drop out of school.
- In a school setting where problems arise from cultural confrontation, trained peer counselors who have established a cultural understanding of other backgrounds can help allay fears and suspicions throughout the school.

- Adolescent students tend to turn to their peers for help first and if the peer they turn to is trained in counseling skills, they are more likely to receive qualified help.

- A peer helpers program can be beneficial to both the school and its students; perhaps it will offer a greater amount of respect for a school that is concerned enough about people to begin such a program.

The objectives of the Peer Helpers Program are to:

- Make available increased sources of counseling services on a para-professional level which are not presently offered due to excessive amounts of clerical work handled by members of the Guidance Department.

- Introduce an additional alternative for students to relieve feelings of stress and frustration rather than releasing them during class or in destructive ways after class.

Resources

John Jeffers
Medical Social Worker
Penobscot Indian Department of Health and Human Services
Post Office Box 561
Old Town, ME 04468
(207) 827-6153

The Indian/Eskimo Family in Crisis

Presenters Yvonne Elder Walker, Leigh Towarak

Purpose To explore with the conferees the problems which families experience and which bring them to the attention of the agencies, as well as methods of intervention and prevention.

Major Points Statistics regarding Alaskan residents indicate that increasing numbers of families are being identified by social workers or health aids as needing services. Alaska has the highest rate of child physical and sexual abuse, domestic violence, adolescent suicide, and alcoholism. The most severe cases of abuse exist in the non-native population.

Intervention in times of crisis in Alaskan villages presents special problems because of geographical inaccessibility. Helping a family crisis may mean flying in to a village and being unable to fly out due to bad wather, or worse, unable to fly in when help is most urgently needed.

The presenters showed slides of the Alaskan terrain to illustrate the isolation and barriers to close communication with villages. There are few phones in villages and the main source of contact and awareness of problems is through the local health aids. In addition, Native Americans in villages do not appear to be united and are not included in community meetings at the local level. More involvement is needed. Social service agencies and programs are still at the "band aid" level of intervention. Prevention programs are nonexistent. One small attempt to unite families and utilize the powerful strength lying dormant was a "Fish Camp" project where in one local village the leaders and the children went to fish camp and parents remained in the village. This was a first attempt to bring the children closer to their heritage through relating solely to the older people in the village during the summer months.

Unemployment is high in Alaskan villages and few skilled young persons return to villages to live. Villages would benefit from funds to develop senior citizens' centers and centers for teenagers. Village people need to understand government agencies and need a voice in local affairs.

Materials Available The following free materials are available:

Resource Materials: A Curriculum in Child Abuse and Neglect
Region X Resource Center
157 Yesler Way
Room 208
Seattle, WA 98108

Resources

Yvonne Elder Walker
Division of Family and Youth Services
Pouch H-05
Juneau, AK 99811
(907) 465-3170

Implementing the Indian Child Welfare Act in an Urban Setting

Presenters Gerald Harmon Leslie Gipp

Purpose To discuss with the conferees the development of the Family Support Newtork, effective staffing patterns for the implementation of the Indian Child Welfare Act (ICWA), and, using case examples, the barriers facing urban providers under the Act.

Major Points The presenters discussed the certification of Indian foster homes in a licensed home-finding agency in Oakland, California and, in addition, identified effective staffing patterns, an accountability system to the state and district offices, foster home regulations, and the type and extensiveness of the paper work necessary under the Act.

The speakers talked about the development of the Family Support Network and how foster homes are recruited, how they work with both the natural and foster parents, and the support services which are available to both.

Detailed case examples were presented to illustrate: (1) prevention of family break-up; (2) implementation of ICWA where the child/youth remains in an urban area; (3) implementation of ICWA where the child/youth returns to his/her home reservation; and (4) services to children/youth not protected under ICWA. Case examples were used to illustrate both barriers surrounding implementation in an urban area and problem resolutions which have been developed; placement resources and placement preferences; lack of a tribal court; meeting state requirements; coordination of services with the county; coordination with tribes; and utilization of ICWA towards reunification of families. A services response to family break-up was demonstrated.

Resources

Gerald Harmon
Leslie Gipp
Urban Indian Child Resource Center
390 Euclid Avenue
Oakland, CA 94610
(415) 832-2386

The Generation Gap

Presenters Larry Curley Daniel R. Tree Glenabah Martinez Delmar Boni

Purpose To identify the generation gap, what some of the problems/issues are that cause barriers between the young and the old, and how one alleviates these barriers.

Major Points The presenters discussed several different areas where a generation gap exists and what is being done to alleviate generational gaps. In the area of education, the presenters

discussed the development of intergenerational Indian programs, how the BIA and the Department of Education utilize the elderly in educational institutions to bridge generation gaps, and what the policies are with regard to the utilization of these resources.

In the area of culture and tradition, the presenters focused on the preservation of Indian values and how one strengthens those values and the role of arts and crafts within the Indian community. With regard to parents, discussion revolved around the problems facing Indian youth and parents, the relationship between the young and the old, and what is being done to bring the two together. Finally, in terms of geographical areas, the speakers discussed the differences of Indian tribes located in metropolitan and rural areas and what contributes toward the development of barriers between the young and the old.

Essentially, the generation gap exists, in part, because of:

- Lack of communication among age groups
- Lack of enthusiasm among age grups
- Problems within the family
- Apathy within the family structure
- The non-Indian image among Native Americans.

Materials Available

The following free materials are available:

Third National Indian Conference on Aging Report
National Indian Council on Aging
Post Office Box 2988
Albuquerque, NM 87103
(505) 766-2276

Resources

Daniel Tree
Chairman
Arizona Indian Council on Aging
137 East MacDonald #38
Phoenix, AZ 85013
(602) 248-0071

The Indian Child and Family Resource Center — A Model Indian Child Welfare Act Program

Presenters

Colleen Keane, Nancy Evans, Kay Jo Steward, Larry Rameriz, Brenda Gibson, Rose Mary Joe

Purpose

To facilitate a dialogue between workshop participants on tribal responsibility for urban Indian children and to provide recommendations on the effective implementation of the Indian Child Welfare Act by using the Indian Child and Family Resource Center as a model.

Major Points

The workshop demonstrated the effectiveness of the Indian Child and Family Resource Center of Los Angeles Indian Centers, Inc., through the coordinated efforts of the Indian Center's Social Service and Legal Departments and the Los Angeles County Department of Public Social Service.

Effectiveness was measured by the number of dependency cases transferred back to tribal jurisdiction, the number of Indian parents maintaining custody of their children through supportive and counseling services provided to them through the Resource Center, the number of active foster families and adoptive Indian families recruited and trained by the Resource Center, and by the awareness of the Public Welfare Department and judicial system on the Indian Child Welfare Act through training provided to them by the Resource Center.

The project coordinator described the process of working with parents to help them maintain custody of their children, the coordination with the county public welfare department, the process of recruiting and licensing Indian foster parents and adoptive parents, and the progress toward establishing the Indian Centers as a state licensed child placement agency utilizing standards designed by the Indian Centers through community input.

The attorney for the Indian Child and Family Resource Center described the types of cases handled through the Center to implement the Indian Child Welfare Act, the precedence the case may have set nationally, the barriers experienced in transferring cases back to tribal jurisdiction or maintaining an Indian parent's custody of their child, and the major areas covered in training court social workers and court personnel.

The Social Service Coordinator for the Indian Centers described the exemplary services offered to Indian parents, the coordination with the Resource Center and with the County Department of Social Services which maintains an Indian liaison who works directly with the Los Angeles Indian communities.

The overall objective of the Indian Child and Family Resource Center is to establish services to the Los Angeles Indian communities which will assist in strengthening and maintaining Indian family structures and child rearing practices.

Materials Available

Indian Child Advocate
By: Colleen Keane (Ed.)

Resources

The Indian Child Welfare Act
By: Katy Jo Steward
Indian Centers, Inc.
1111 West Washington
Los Angeles, CA 90015
(213) 747-9521

Oh my gentle village fierce
Oh my powerful people weak
Oh my fertile fields so dry
Oh my peaceful house disturbed
We must pray for strength.
We must pray to come together
Pray to the weeping earth
Pray to the trembling waters
And to the wandering rain.
We must pray to the whispering moon
Pray to the tiptoeing stars
And to the hollering sun.

YOUTH WORKSHOPS

Tribal Awareness — Pueblo of Acoma

Presenters: Mary V. Tenorio, A. J. Wanya, Geri Pino

Purpose: The focus of this presentation was on increasing the conferees' understanding and awareness of what it means to be Indian. The presenters emphasized and identified the different aspects of the Indian culture, the problem of coping by living in two different worlds, and the values placed on both the Anglo and Indian worlds by Indians.

Major Points: The presenter described the circle of life where one currently stands and how one is perceived by others within the circle. The innermost circle is where the most culturally oriented people exist, usually the older person who has stayed with traditional Indian ways. The circle is increased with outer layers until the outermost circle where no Indian values exist. One must try to understand where one stands within the circle of life; whether to strive toward the innermost circle or move toward the outer one. The importance of tribal awareness is the basis for the survival of the existing culture. In the view of the presenter, tribal culture must be restored or else the traditional ways will be lost forever.

Family Communications: "Trying to Understand"

Presenters: Jackie, Danny, Linda, Jonathan and Kenny Anderson

Major Points: The Anderson family illustrated in and through their presentation the factors that are needed for a family to understand and accept each other's values. The personal life of a person is something that can best be understood by a family member or loved one. The expression of one's innermost feelings and values is important to cultivate and the family is the best place to begin this process.

The presenters shared with the audience how the parents of the family learned from their parents in how to raise their children. They pointed out difficulties of having to cope with many different personalities and life styles, even within their own family. The grandmother shared with the audience her personal values and how she learned those values from her parents. One of the important values was the learning of the Indian way and the desire and ability to transfer that knowledge and way of life to the next generation. The presenters concluded by emphasizing that family communication is very important and that the children should learn not to take their parents for granted, but should take on responsibilities within the family and extend love to their parents. In like manner the parents should do so too.

Apathy in Schools/Does Student Government Work?

Presenters: Patrita Lujan, Becky Touchin, Kevin Chersposy, Regis Pecos, Jackie Anderson

Major Points: This presentation was an exchange of views among a panel of high school students and the audience on the causes and remedies of student apathy. The problem of student apathy is not restricted to the Indian community or to its schools. Student apathy can occur anywhere; however, it is prevalent among many Indian youth today. Student apathy has a direct and negative affect on the communication that should occur while one is in school.

The major cause of student apathy and non-involvement is that most kids are scared, peer pressures are too strong, there is little or no parental support, and personal conflicts. Overcoming these problems will enable one to become more involved.

The panel presented a wide variety of views which attempted to provide a solution to these problems. At one end of the continuum was the suggestion that Indian youth attend mixed (Anglo and Indian) schools to the suggestion that they attend all-Indian schools. The panel pointed out that traditional motivators which reduce student apathy are sports, student government, clubs and projects. These motivators are still viable, but only for those students who take advantge of the opportunity to become involved. The panel felt that the major source of motivation to become active is the strong and positive support of one's parents. Students feel good when they have their parent's support and it helps to reduce their anxiety and fear about becoming involved in student affairs.

Holistic Youth Council

Presenter John McGimsey

Major Points The presenter described how to organize a Holistic Youth Council. The format that must be used is adopted from a "Bahai" style of election whereby everyone is put on the ballot for election. There can be no type of campaigning done in this election. With the Holistic Youth Council, the areas of consideration are as follows:

- Get all youth between the ages of 15-21 in the area.
- All youth can vote and any youth may be elected.
- No campaigning.
- Tell the youth the idea is to vote for others who have a feeling of helping or understanding others. If anyone campaigns, he cannot vote and cannot be elected.
- Set a date and time for the election.
- Notify all youth to come to vote at a specific time.
- Print and pass out ballots for nine names.
- Vote in silence.
- Put down nine names. If there are less than nine, then the ballot is invalid.
- Appoint three trustworthy people to count the names.
- The nine people with the highest number of votes are on the council. If there is a tie, the group votes for one more person.
- The person with the highest number of votes calls a time and place to hold the first meeting.

Values Clarification: "Who Am I?"

Presenter Ramona R. Wanya

Major Points The presenter, Miss Indian New Mexico, focused on the need to keep one's identity, heritage, and the teachings gained from one's parents and family. Once a person establishes who he or she is and what one is going to do in life, the sense of identity is strengthened. She pointed out to the youth in the audience that they should realize that they are important persons and that the talents which they have should be put to good use.

The major emphasis of the presenter was on establishing one's value system and in maintaining the culture of one's tribe. The maintenance of tribal customs and values will enable a person to have a strong and positive self concept. The presenter encouraged the youth to actively learn and adopt the values of their culture. She concluded by stating that to really undertand one's own values, one should ask the question "Who am I?" and try to avoid thinking about what others would have you to be.

White Mountain Apache Presentation

Presenters Cynthia Altaha Mark Altaha

Major Points The White Mountain presenters showed a 15 minute film about their Tribe. The movie illustrated the life and conditions of the White Mountain Apache Tribe. The film and presenters demonstrated how successful a Tribe can be when it works together and uses the

resources which it has available. The presenters spoke highly and were quite proud of the Ski Resort and Lodge business, the timber operations, and their involvement in cattle and farming.

National Indian Youth Leadership Conference — "Making a Difference" — Washington, D.C.

Presenters Brenda Mann Jerry Kittson

Major Points The Billy Mills Indian Youth Leadership Conference was established to help Indian youth develop leadership skills. Last year the conference involved over 400 youth from around the country. This year, August 10-14, the conference will be held at Mary Mount College in Virginia. The activities at the conference include sports, workshops and conferences around governmental issues, youth issues and related topics, dances, cultural exchanges, and tours of the area. The entire focus on the conference is on developing leaders. The presenters were well received and created much interest among the audience in the conference. Information on the conference can be obtained from The Institute for Career and Vocational Training, 5805 Uplander Way, Culver City, CA 90230. 1-800-421-1054 or 1067.

Peer Counseling and Program Development Techniques

Presenter Marcia Krawll, M.S.W.

Major Points The presenter, a social worker and counselor, described a workable and effective peer counseling model to the audience. The model is one where peers learn about such counseling skills as self-perception, needs assessment, values clarification, and how to deal with a person's feelings, experiences, expectations, expertise, and problems. The core of the model is the establishment of a relationship between the peer counselor and the client.

The presenter emphasized the importance of the physical setting in the counseling session and delineated the various components of peer counseling, e.g., the importance of the first or introductory session, clarification of the problem, determining expectations, building trust, and providing support to the client.

The Impacts of Natural Resource Development on the Culture, Social, Environment and Health Aspects of Life on the Reservation with an Emphasis on the Youth

Presenter Regis Pecos Americans for Indian Opportunity

Major Points The presenter provided the conferees an overview of the Americans for Indian Opportunity workshop called "Messing with Mother Nature can be Hazardous to your Health." This workshop was an assessment of the environmental impact of resource development on reservations across the nation. A video tape recording of the sessions was presented which depicted the harm that is being done to reservations and communities as a result of thoughtless resource development. The presenters described how the project, the Americans for Indian Opportunity, scrutinizes carefully the role of the various federal agencies who have the responsibility for enforcing the regulations and laws that apply to this area. At present, a national seminar is being planned to focus on the abuse of resource development.

The Americans for Indian Opportunity assists tribes to develop effective decision making skills, to improve governmental processes, and to strengthen the economic development capabilities of tribes.

Profiles: The Diversity of Oregon Indian Youth

Presenters Charlotte Herkshan, Lola So Happy, Punky Pond, Lyda Scott, Leslie Edwards, Jeff Mitchell

Major Points The presentation of the Oregon Youth Delegation focused on the current status of each reservation in Oregon. Each presenter gave a view of their respective tribes. At present, there are approximately 28,000 Native Americans living in Oregon. Many of these tribes have produced very well and have become self-sufficient. Many of these tribes have natural resources which they are not managing themselves.

The presenter from the Umatilla Reservation, Punky Ponds, gave an informative description of his reservation. Punky was selected for outstanding achievement and received the Johnson O'Malley award. He pointed out that close to 2,000 people are enrolled in his tribe. There is a need for youth of his tribe and others to remain in school and to graduate. The pursuit of higher education by Indian youth is something which all tribes should encourage. Problems exist on the reservation which must be addressed, e.g., teenage alcoholism, child abuse and neglect, and student dropout.

Leslie Edwards, from Chemawa Indian School, emphasized that the number one problem that exists at her school is the lack of communication. Many Native Americans attend the Boarding School outside Salem, Oregon, but most of the students do not listen, nor do many of them take the time to become involved in school related activities. Even the teachers, according to Ms. Edwards, do not take the time to encourage the youth to become involved. She believes that the students and teachers need to pull together.

The Warm Springs Confederated Tribes delegation focused upon a number of important issues. Lolo So Happy spoke on the values of having the youth show more respect for their parents and elders and of developing a closer relationship with loved ones. Lyda Scott stated that one of the main problems which she has observed is the high dropout rate for students. She indicated that close to 30% of Indian students drop out of school before receiving their degree. The peer pressure to drop out is one of the main problems that must be overcome.

New York Presentation

Presenter Bunty Anquoe

Major Points The presenter, Bunty Anquoe, was Miss NCAI (National Congress of American Indians) of 1980. She began her presentation with a dance that portrayed the typical view that people have of New York. In contrast to the picture of New York as the Big City with big lights, big shots, and the like, are the Native Americans of New York who have maintained many of the traditional aspects of their culture. One of the main thrusts of many of the tribes is maintaining the culture and bringing back many of the traditional Indian values that have been lost and forgotten. The presenter showed a slide presentation which described the type of traditional dress, the types of recreational activities, and the life in general on the reservation.

Teenage Suicide

Presenters Gary Lilly, Joanne Thompson

Major Points The purpose of this workshop was to address the critical issue of teenage suicide among Indian youth and to describe the progress that has been made through the Choctaw Human Services Department. The presenters indicated that because suicide among Indian youth has become such a pervasive problem, the reaction from the community has been to avoid, rather than confront, the issue. The Choctaw Human Services Department has made an impact on this problem within the Choctaw community. The major approach of the Choctaw Human Services Department is to begin to open up the discussion of the issue of suicide

and teenagers among Choctaw families. Education plays an important role in their efforts. Most families do not know the things to do if they should be confronted by a suicidal teenager. The Department is attempting to remedy this problem. Further information can be obtained from the Indian Health Service in Philadelphia, Mississippi.

Nebraska Youth Delegation

Presenters

Janna Ashley
Karlyn Janio
Tony Provost
Ken Gilreath
Florine Vance
Steven Novak
Sepa Carmona
Greg Phillips

Major Points

The Nebraska Youth Delegation divided their presentation into several sections; each section in some way involved the State of Nebraska, the tribes in the State, the culture of the tribes, and the different state organizations that are involved in providing services to the Native Americans. The presenters provided information to the conferees on programs which deal with chronic alcoholism and drug abuse, the high student dropout rate, and positive programs designed to improve the standards of living of Native Americans.

The presenters emphasized the bondage which has been created among the people and the Lincoln Indian Center. The Center provides assistance to Indian people and a centrally located meeting place. The presenters indicated that there is a need to educate the people of Nebraska to the problems that face Indians. In particular, it was felt that there should be a greater exchange of Indian culture and traditions between Indians and non-Indians.

Coeur d' Alene "Northern Idaho" Presentation

Presenter

Ronda Lozon

Major Points

The presenter focused on the Coeur D'Alene Tribe in the northern part of Idaho. Along with the discussion, the presenter showed a slide presentation about the natural resources on the reservation, jobs that are available, the growth of the tribe, and the different programs that are available to the members of the tribe. The presenter discussed the history of the tribe and, also, the contemporary ills that are having a devastating effect on youth. The presenter pointed out that the early and pervasive French Catholic intrusion into the traditional Coeur D'Alene homelands led to significant disruption in tribal customs and culture. The culture of the tribe was changed.

Teenage Sexuality

Major Points

The presenter focused on the issue of teenage sexuality and the current problem of young adolescent girls becoming pregnant and not being able to adequately raise their children. The presenter conveyed to the group the need to open the doors of communication between adults and youth so that youth can begin to learn more about human sexuality. The presenter also stressed the importance of youth beginning to evaluate their attitudes and opinions regarding sex and sexual activity, for example, the role and responsibility of the boy who gets the girl pregnant, the use of birth control methods by boys and girls, becoming a father at an early age, care and rearing of a young baby, and the like.

The presenter asked the conferees to write questions to serve as a point of discussion for the group and all questions related to the relevant issues of teenage sexuality.

Self-Esteem

Presenters Thomas Lujan, Jr. Patrita Lujan

Major Points The presenters, a father and daughter, conveyed to the audience the importance of building self-esteem in oneself and one's children. The building of self-esteem requires an awareness of the approaches used by the culture, historically and contemporarily, to enhance it. The presenters indicated that different roles must be learned and taken seriously by each person. For example, the parent's role in building self-esteem in their children should be understood. Parents play an essential role in building the self-esteem of their children and the presenters emphasized the importance of maximizing the love and understanding of one's children, the careful but firm use of discipline, the application of praise, and the clarification of values as crucial elements in self-esteem.

In addition to the parent's role, the presenters pointed out the importance of understanding and clarifying the roles of the extended family and the community at large. In the extended family, the grandparents, aunts, and uncles often play powerful roles influencing a person's self-esteem. Also, there are forces within the community at large which deserve careful consideration, e.g., teachers, peers, and community leaders. When understood, these forces can be used to maximize the self-esteem of a person.

Indian Youth Awareness: Cultural, Arts, Spiritual, Music as Focal Point

Presenters Delmar Boni Perry Jackson Glen Juste
Tino Hernandez Wayne Juste Timothy Little Boy

Major Points The focus of the presenters was on traditional Indian culture, arts, religion, and music. The Morning Hawk Singers related to the audience how they, as Native Americans, have put their lives together around traditional Indian culture and ways. The singers shared stores about the hardships and difficulties they had while growing up and the problems of alcohol and drug abuse. Because they have learned to cope with and solve their own personal problems, they are now working with youth who are having problems with durgs and alcohol. They believe that they are helping youth to think carefully about their own lives and to take more responsibility in preparing themselves for their future.

What I am I must become.
What I see I must try to find.
What I hear I must play music to.
What I touch I must leave alone
And turn then to all relections of myself
In trees and sacred things
That nature gives to me.

CONFERENCE EVALUATION REPORT

OVERVIEW OF THE EVALUATION

The Center for Informative Evaluation (CIE) was contracted to design and implement an evaluation of the Third National Indian Child Conference. The purpose of the evaluation was to provide to the Steering Committee information about the effectiveness of the Conference as a whole, as well as about the specific workshops and presentations in particular. The Center utilized a "consumer" type evaluation whereby conferees expressed their opinions on a Conference Evaluation Questionnaire or a Workshop Evaluation Questionnaire.

The Conference Steering Committee felt that those who attended the conference should be provided a summary of the evaluation. Following are some of the highlights of this evaluation.

RESULTS

A total of 242 conference participants responded to the Conference Evaluation Questionnaire. We thank you for taking the time to share your opinion with us. The following tables summarize the respondents' opinions about various aspects of the conference.

Statement About Conference	Agree Strongly	Agree	Disagree	Disagree Strongly
Overall, this was an outstanding conference	27%	61%	12%	0%
Overall, I learned a great deal at this conference	23%	66%	11%	0%
This conference was well organized	28%	51%	16%	5%
The Regent Hotel was an excellent choice for the conference	31%	54%	13%	2%
The meeting rooms were excellent	34%	60%	6%	1%
Albuquerque was a good choice as the host city	44%	46%	9%	1%

A review of these data show that, overall, the conferees were quite positive about the conference. Highest marks were given for the selection of Albuquerque as a location, the condition of the meeting rooms, and the selection of the Regent Hotel as conference headquarters. Following these were high marks for the conference in general, and the fact that many conferees learned a great deal from the workshops and presentations. While 79% of the conferees felt that the conference was well organized, 21% disagreed. The major area of difficulty was in registration.

How did the respondents rate the various sections of the conference? Following is a summary of opinions toward the specific conference components.

Statement	Evaluation by Respondents* Excellent	Good	Fair	Poor
Opening session	21%	49%	25%	6%
Mental health workshops	22%	58%	20%	0%
Education workshops	25%	57%	17%	1%
Health and the handicapped workshops	27%	56%	16%	1%
Youth issues workshops	32%	54%	13%	0%
Monday luncheon speaker (Mr. Terry Brown)	18%	46%	31%	4%
Monday evening dance	34%	43%	17%	6%
Tuesday AM general session	16%	52%	31%	1%
Indian village	23%	46%	21%	10%
Wednesday banquet	22%	34%	26%	17%
Wednesday banquet keynote speaker (Dr. Bea Medicine)	35%	27%	25%	12%
Closing general session	21%	45%	29%	5%

*Percents are percent of respondents

By combining excellent and good ratings and the fair and poor ratings, the workshop sections received top honors. The workshop section which was rated highest was Youth Issues, followed by Health and the Handicapped, Education, and then, Mental Health workshops. In general, respondents like the Monday evening dance, the Indian village, the Opening Session, and the Tuesday AM Session.

Mixed reviews were given for the Monday luncheon speaker, Mr. Terry Brown, and the Closing General Session. The respondents gave lowest marks for the Wednesday Banquet and Speaker, Dr. Bea Medicine. In the latter case, it is important to note that the speaker received the highest percentage of excellent scores (35%) but that overall the banquet and speaker received only 58% and 57% in good or excellent ratings, respectively.

The overall evaluation of the workshops follows. At each workshop, conferees were asked to evaluate the workshop and presenters. A total of 1,628 critiques were received covering a majority of the workshops. A few workshops were not evaluated; however, over 95% of the workshops were.

Following is a summary of how the respondents evaluated the workshops.

How effective were the workshops in each of the following areas	Percentage of Respondents Very Effective	Somewhat Effective	Not Very Effective
Increasing knowledge	53%	42%	5%
Increasing skills	35%	49%	16%
Providing practical tools and techniques	36%	46%	18%
Increasing awareness of resources	47%	40%	10%

The respondents generally felt strongest that their knowledge in the areas of Mental Health, Education, Health, and Youth Issues had been increased as a result of the conference. They felt almost as strongly that their awareness of resources had been increased. The respondents felt less strongly, but still quite positively, that the workshops were very to somewhat effecive in increasing their skills and providing them with practical tools.

Evaluation is neither positive nor negative; the information gained from an evaluation should be used to improve programs. To this end, these data will be used by the Steering Committee to continue to refine and hone the conference it is planning for next year. We want you to know that your opinions are being considered and that we are constantly striving for excellence.

Let us move evenly together.
Let us stand as one.
Let evil be cast from us.
Let no man cry for himself
Or listen to those without faces.
Let us move evenly together.
Let us walk as tall trees.
Let fear be crushed within us.
Let no man speak for himself
Or give secrets to those without blood.

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CONFERENCE RESOLUTIONS

RESOLUTION ONE:

SOCIAL SERVICE FUNDING FOR INDIAN AND ALASKAN NATIVE CHILDREN AND YOUTH

WHEREAS, the United States government has entered into treaties with the Indian nations recognizing them as separate and sovereign nations; and

WHEREAS, President Reagan, in conformity with these treaties, has stated as policy that states have only a secondary role in the affairs of Indian tribes and Alaskan Natives; and

WHEREAS, the United States Congress has recognized its responsibility of directly helping Indian tribes and Alaskan Native groups to implement their own social service programs through such legislation as the Education Assistance Act and Indian Self-Determination and the Indian Child Welfare Act; and

WHEREAS, Congress has specifically recognized the rights of Indian tribes and Alaskan Native groups to maintain and assert jurisdiction over its youth through the Indian Child Welfare Act; and

WHEREAS, no funds have been specifically appropriated by Congress, and the only funds available under the Act have been minimal and have been taken from the funds of other programs operated by the Bureau of Indian Affairs; and

WHEREAS, if the block grant legislation passes, there is no assurance that funds will be available to implement the Act;

NOW, THEREFORE be it resolved that the National Indian Child Conference:

1) Recognizes President Reagan's commitment to deal with Indian Tribes and Alaskan Native groups on a government-to-government basis and urges the President to adhere to this commitment; and
2) Urges Congressional committees to support President Reagan's commitment; and
3) Demands that the United States government disburse social service funds for Indian youth directly to Indian nations and not pass these funds through the state governments as planned under the block grant proposal.

RESOLUTION TWO:

ENCOURAGEMENT OF BREASTFEEDING FOR BETTER INFANT HEALTH

WHEREAS, the benefits of breastfeeding as a form of infant feeding include protection for the baby against disease, lower incidence of diarrhea, well balanced weight gain, better dental health, and breastfeeding is convenient, enjoyable, costs nothing, and provides social, cultural, and psychological benefits; and

WHEREAS, bottlefeeding of infants may lead to increased incidence of diarrhea, greater susceptibility to disease and infection, mouth and dental malformation, and inadequate nutrition; and

WHEREAS, it is generally acknowledged that there has been a decline in breastfeeding on Indian reservations and Alaskan Native villages and a concurrent increase in bottlefeeding with known detrimental effects on the health of Indian and Alaskan Native children;

NOW THEREFORE, be it resolved that the National Indian Child Conference:

1) Advocates a re-establishment of breastfeeding; and
2) Actively supports Indian and Alaskan Native health programs in their attempts to promote breastfeeding; and
3) Endorses efforts to gain a better understanding of why this change has occurred; and
4) Encourages the formulation of national and local policy concerning infant and child health and nutrition that recognizes the benefits of breastfeeding.

RESOLUTION THREE:

SUPPORT FOR INDIAN MENTAL HEALTH PROGRAMS

WHEREAS, there is an increasing need to provide mental health services to Indian and Alaskan Native families to strengthen and support them in times of stress; and

WHEREAS, there have been many successful programs provided by the National Institute of Mental Health, the Indian Health Service and tribal programs which must be continued and strengthened;

NOW, THEREFORE be it resolved that the National Indian Child Conference asks Congress to appropriate funds, in amounts requested by the Indian tribes and Alaskan Native groups, to continue the provision of mental health services to Indians and Alaskan Natives, and that these funds be "earmarked" by Congress as funds to be spent only on meeting the needs of Indian and Alaskan Native people for mental health services.

RESOLUTION FOUR:

SUPPORT FOR INTERNATIONAL GUIDELINES FOR THE MARKETING OF BABY FORMULA

WHEREAS, guidelines for marketing baby formula in Third World Countries were submitted to the World Assembly for acceptance on May 14, 1981; and

WHEREAS, the code is designed to curtail commercial efforts to convince women in underdeveloped Third World Countries to switch from breastfeeding their babies to using formulas, which often are mixed with contaminated water in those countries; and

WHEREAS, the U.S. is expected to be the only government among 157 nations participating in the World Assembly of World Health Organization to vote against the code; and

WHEREAS, according to the Washington Post News Agency, two senior officers of the U.S. Agency for International Development (AID) were pressured to resign for publicly disagreeing with the Agency's decision to vote against the international guidelines;

NOW THEREFORE be it resolved that the National Indian Child Conference supports the position taken by Dr. Stephen Joseph and Eugene N. Babb in favor of the guidelines;

BE IT FURTHER RESOLVED that the Board of the National Indian Child Conference be directed to:

1) Send a letter to President Reagan AID Administrator, Mr. Peter McPherson, and his subordinates, and the World Health Organization in support of the proposed code for infant formulas now pending before the World Health Assembly.
2) Send a letter of support to Dr. Stephen Joseph and Eugene N. Babb.
3) Hold a national press conference to announce N.I.C.C.'s position for the infant formula code.
4) Call for a boycott of companies who are now insisting on aggresive marketing procedures of baby formulas in Third World Countries.

RESOLUTION FIVE:

ALCOHOLISM: ALCOHOL ABUSE

WHEREAS, Indian and Alaskan Native children are using and abusing alcohol and other drugs at early ages; and

WHEREAS, Indian and Alaskan Native children attending school require assistance in learning skills to cope with alcoholism and alcohol abuse;

NOW THEREFORE, be it resolved that the National Indian Child Conference encourages federal, state and tribal or Alaskan Native governments to financially support programs designed to reduce alcohol and drug abuse amoung Indian and Alaskan Native students from kindergarten through high school.

RESOLUTION SIX:

IMPLEMENTING CONGRESSIONALLY APPROVED FUNDING FOR THE NAVAJO COMMUNITY COLLEGE

WHEREAS, Indian education has been prepaid through the federal government's assumption of valuable tracts of Indian land; and

WHEREAS, in fullfillment of the self-determination policy established by Congress in 1974, by Public Law 93.638, the Indian Education and Self-Determination Act, Navajo Community College was provided with $6,400,000 to fund operations in fiscal year '79; and

WHEREAS, Public Law 95.561, the Indian Education Act, calls for the Bureau of Indian Affairs' assumption of responsibility for Indian education from early childhood through life; and

WHEREAS, Public Law 95.471 (passed in 1978), the Indian-Controlled Community College Assistance Act, provides (in Title I) for assistance to tribal colleges that qualify under the Act, and (in Title II) for assistance to Navajo Community College in the form of an annual grant for each full-time student or equivalent, as well as assistance towards construction costs aimed at meeting the demand for expanded student facilities; and

WHEREAS, in fiscal year '80, Navajo Community College suffered a drastic reduction of funds due to the unexpected restrictions imposed by the regulations promulgated under Public Law 95.471, which changed the definition of F.T.E. in such a way that N.C.C. was able to qualify for only 793 F.T.E.'s despite a student body of more than 2,000; and

WHEREAS, through this action and the ensuing $3,172,000 budget for fiscal year '80, educational programs and general maintenance of valuable properties at Navajo Community College have been jeopardized. The amount received is such that summer school has been cancelled, at great inconvenience to both students and faculty and employees are being released and others furloughed, at a time when the college itself should be expanding; and

WHEREAS, in its twelve years of operation, Navajo Community College has increasingly provided its students with suitable role models through hiring Navajo instructors for Native American Studies and by participating in workshops and conferences on campus which reaffirmed the value of Navajo culture and traditional learning, NCC is now faced with cuts in those essential programs; and

WHEREAS, Dr. Irving Berlin, addressing the Third Annual National Indian Child Conference, has asserted there has been a 600% increase in teen-age Indian suicides during the past ten years and cites "No place for them in our society and no employment" as root causes; and

WHEREAS, educational opportunities offered by Navajo Community College to Navajo youth on the reservation have helped attract students and retain them through graduation with subsequent employment on the reservation that helps break the longstanding unemployment-poverty cycle faced by generations of Navajo men and women; and

WHEREAS, the terms of Public Law 95.471, enacted October 3, 1980, provides that $25,000,000 be made available to tribally-controlled colleges in fiscal year '79; with the same amount to be made available in fiscal year '80, and an increase to $30,000,000 in fiscal year '81;

NOW THEREFORE, be it resolved that the National Indian Child Conference ask the Bureau of Indian Affairs, the Department of the Interior, and the Office of Management and Budget to request that the amendment, Public Law 96.374, which would provide assistance for Navajo Community College based on its needs, be implemented without further delay and that appropriate increases be provided for in order to keep pace with inflationary costs facing Navajo Community College in future years, both in the academic area and in the area of construction.

RESOLUTION SEVEN:

SUPPORT TO STRENGTHEN AND MAINTAIN BRITISH COLUMBIAN NATIVE PEOPLE'S IDENTITY

WHEREAS, Indian children in British Columbia, Canada, who are adopted by non-Indian families lose their tribal status; and

WHEREAS, Indian women in British Columbia who marry non-Indians lose their tribal status; and

WHEREAS, Indian women in British Columbia are having fewer children each year due to the influence of birth control techniques; and

WHEREAS, the number of tribal members is decreasing annually for these and other reasons; and
WHEREAS, there is a lack of advocacy groups working on behalf of Indian women and children in the Providence of British Columbia whose role is to maintain the strength of Indian families as well as the very strength of the tribes;
NOW THEREFORE, be it resolved that the National Indian Child Conference:

1) Endorse and support the needs of our Canadian brothers and sisters to maintain their identification as Indians; and
2) That the NICC write letters of support to the proper authorities in the Provincial Government and in the tribal governments to begin immediate action to support and strengthen the continuance of the Indian family, possibly through the enactment of legislation similar to the Indian Child Welfare Act of 1978.

RESOLUTION EIGHT:

TRIBALLY CONTROLLED COMMUNITY COLLEGE FUNDING

WHEREAS, Public Law 95.471 will expire on September 30, 1981, unless reauthorized; and
WHEREAS, The Bureau of Indian Affairs has never requested the full amount of money allocated by Congress to meet the necessary expense of tribally-controlled colleges, having instead requested only $12,000,000 of the $25,000,000 allocated for the second year (fiscal '80), and for the third year (fiscal '81), while $30,000,000 is authorized, the B.I.A. is requesting only $9,000,000;
NOW THEREFORE, be it resolved that this National Indian Child Conference asks that the Bureau of Indian Affairs, Department of the Interior, the Secretary of Interior, and the Assistant Secretary of Indian Affairs, and the Office of Management and Budget obtain the full allocation for tribal colleges granted under the law, such policy to begin in fiscal '81 and '82, and to continue indefinitely.

RESOLUTION NINE:

SUPPORT FOR RE-AUTHORIZATION OF P.L. 93-247 CHILD ABUSE, PREVENTION AND TREATMENT

WHEREAS, the Native American people have a unique sovereign relationship with the federal government; and
WHEREAS, the United States of America has the legal responsibility to protect the welfare of Native American people "as a result of certain historical events;" and
WHEREAS, throughout history, the Indian family suffered loss of identity, culture and breakdown of traditional family structure; and
WHEREAS, Native American people have the highest rate of institutionalized children, a high rate of child abuse and neglect, and have had laws enacted, such as the Indian Child Welfare Act; and
WHEREAS, until 1978 there was not a centralized resource center that provided training and technical assistance on Indian specific child abuse and neglect; and
WHEREAS, the National Indian Child Abuse and Neglect Resource Center of the Native American Coalition, Inc., has established a resource center on specific Child Abuse and Neglect and provides training and technical assistance to tribes, urban centers, and non-Indian professionals across the nation;
NOW THEREFORE, be it resolved that the National Indian Child Conference requests the Secretary of Health and Human Services to support the reauthorization of the Child Abuse Prevention and Treatment Act and the continuation of the National Indian Child Abuse and Neglect Resource Center, so that child welfare services will be enhanced to Native American children and Native American participation will increase in the prevention and treatment of child abuse and neglect.

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TRIBAL AFFILIATIONS

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1981 CONFERENCE ATTENDEES

The people who participated in the Third Annual National Indian Child Conference came from all over the United States, including Hawaii and Alaska. Their respective tribal affiliations are presented below. This list is repetitious and frequently identifies participants by their reservation or community, however, we present the list as obtained from the participants' registration forms so that you can see the broad spectrum of affiliations represented at the conference. The number next to the tribal affiliation indicates the number of persons who represented that tribe at the conference.

	(No.)
Acoma/Cochiti	1
Acoma/Hopi Pueblo	1
Acoma Pueblo	27
Apache	12
Alabama/Coushatta	1
Aleut/Tlingit	1
Apache	1
Apache/Cochiti	1
Arapaho	1
Arikara	1
Arikara/Hidatsa	1
Assiniboine	3
Assiniboine/Sioux	1
Athabascan	1
Blackfeet	2
Blackfeet/Klamath	1
Caddo	1
Carrie/Sekahi	1
Carrier	1
Cherokee	8
Cherokee/Creek	2
Cheyenne	2
Cheyenne/Arapaho	1
Cheyenne River Sioux	2
Chickasaw	1
Chippewa	4
Chippewa/Cree	3
Choctaw	8
Choctaw/Chickasaw	1
Chumash	1
Coburn-Klamath, Butterfield/ Chippewa/Winnebago	2
Cochiti Pueblo	18
Cocopah	1
Colorado River Indian Tribes	1
Colville Confederated Tribes	2
Comanche	1
Confederated Tribes of Warm Springs	10
Coeur d' Alene	2
Cree	10
Creek	2
Crow	2
Crow Creek Sioux	2
Cuyapaipe	1
Delaware	1
Delaware/Shawnee	2
Devil's Lake Sioux	1
Eastern Cherokee	3
Eight Northern Indian Pueblos Council	1
El Capitan Grande Mission	1
Eskimo	3
Gayuse/Umatilla	1
Gila River	2
Gila River/Pima	1
Gros Ventre	2
Gros Ventre/Assiniboine	2
Haida	1
Hidatsa	1
Hidatsa/Creek	1
Hoopa	1
Hopi	46
Hopi/Anglo	1
Hopi/Isleta	1
Hopi/Laguna	1
Hopi/Mohave	1
Hopi/Papago	1
Hopi/Tewa	5
Hualapai	6
Huron	1
Iowa/Kickapoo/Pottawatomie/ Sac and Fox	3
Iowan Sioux/Cherokee	1
Ioway/Otoe	1
Isleta/Laguna	3
Isleta Pueblo	24
Jemez Pueblo	48
Jemez/Navajo	1
Jemez/Pecos	1
Jualapai/Havasupai	1
Kickapoo	1
Kiowa	1
Kiowa/Onondaga	1
Kiowa/Sioux	1
Kootenay	1
Kumeeyi	1
Kurock	1
Kwoquitl	3

1981 CONFERENCE ATTENDEES

Laguna/Hopi	2
Laguna/Isleta	1
Laguna/Jemez	1
Laguna/Navajo	2
Laguna Pueblo	39
Laguna/Taos	1
LaJolla Band of Mission	1
Lakota/Choctaw	1
Lumbee	2
Lummi	2
Maidu	1
Maidu/Washo	1
Mandan/Hidatsa	2
Manzanita	1
Maricopa	4
Menominee	2
Mescalero	2
Mescalero Apache	24
Me-Wuk	1
Miccosukee	1
Minnesota Chippewa	5
Mississippi Band of Choctaw	5
Mixed	2
Mohave	1
Mohave/Papago	1
Mohawk	1
Muckleshoot	2
Muskogee	1
Navajo	252
Navajo/Choctaw	1
Navajo/Hopi	2
Navajo/Hopi/Italian	2
Navajo Nation	1
Navajo/San Juan	1
Navajo/Sioux	2
Navajo/Taos Pueblo	1
Navajo/Tewa	1
Nez Perce	1
Nez Perce/Sioux	2
Nez Perce Tribe of Idaho	2
Nootka	1
Northern Cheyenne	14
Ogala Sioux	8
Ojibway	10
Oklahoma Choctaw	1
Omaha	11
Oneida	2
Oneida Tribe of Wisconsin	2
Onondage	1
Osage	1
Otoe	2
Ottowa	1
Paiute	8
Paiute/Shoshone	4
Paiute/Walapai/Havasupai	1
Paiute/Washoe	1
Papago	63
Pascua Yaqui	2
Pawnee	2
Penobscot	2
Picuris	1
Picuris/Navajo	1
Pima	35
Pima/Gila River	2
Pima/Navajo	1
Pomo	3
Pomo/Little Lake	1
Pomo/Miwok/Wylacki	1
Ponca/Sioux	1
Pueblo	1
Quapaw	2
Quechan	3
Quinault	2
Red Lake Chippewa	1
Rosebud Sioux	3
Salish	2
San Carlos Apache	7
Sandia Pueblo	9
Sandia/Taos	1
San Felipe Pueblo	19
San Ildefonso	1
San Juan Pueblo	18
San Juan/Laguna	1
Santa Ana Pueblo	17
Santa Ana Pueblo/Navajo	1
Santa Clara Pueblo	11
Santo Domingo Pueblo	32
Saulteaux	1
Seminole	6
Seminole/Creek	1
Seneca	2
Shawnee	1
Shoshone	1
Shoshone/Bannock	1
Shoshone/Paiute	2
Shuswap	2
Sioux	12
Sioux/Cheyenne	1
Skokomish	1
Southern Ute	1
Squamish	1
Standing Rock Sioux	1
Suquamish	1
Taos	8
Taos/Navajo	3
Taos/Pueblo	9
Taos/Santa Ana	1
Tesuque	5
Tewa Pueblo	2
Tewa/Nambe Pueblo	3
Tewa/San Juan	1
Tewa/Santa Clara Pueblo	1

1981 CONFERENCE ATTENDEES

Thompson River Band	1
Tigua	1
Tlinget	3
Tonkawa	2
Tonto Apache	1
Turtle Mountain Chippewa	3
Tuscarora	1
Umatilla	1
Ute	8
Ute/Maricopa/Pima	1
Ute Mountain	10
Washoe	4
Wasco	1
White Face	1
White Mountain Apache	27
Winnebago	8
Winnebago Tribe of Nebraska	2
Wisconsin Winnebago	5
Wukchumni Yokut/Chumash	1
Yakima	2
Yankton	1
Yankton Sioux	2
Yaqui	5
Yaqui/Apache	1
Yavapai/Hopi	1
Yokuts/Tule River Indian Reservation	2
Yurok	1
Zia Pueblo	13
Zuechan	1
Zuni	37
Zuni/Acoma	1
Zuni/Laguna	2
Zuni/Tewa	1
Total Indian Registration	1,233
Total Other Registration	326
TOTAL REGISTRATION	1,559

We shall endure for there is
no other way than endurance.
We shall accept pain for there is
a lesson to learn in suffering.
We shall learn to think for ourselves
for our minds are waiting to be heard.
We shall honor peace when it comes
for we have been too comfortable with war.
We shall call upon our enemies
for in them are our brothers born.
We shall overcome our weakness
when our strengths have all come home.